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ABSTRACT

These proceedings contain 17 papers presented at a seminar to identify and evaluate research studies conducted in the past with a view to providing guidance and ready reference for those who wish to conduct research in the future. A summary of recommendations appears first. Issues, researchable questions, and suggestions are made in three areas: identification of profiles, resources, and needs of adult learners; motivation and mobilization techniques in adult education; and linkages of adult education programs with other development programs. These papers are presented: "The Nature and Scope of Research for Adult Education and Development" (V. Eswara Reddy), "Research in Adult Education" (S. C. Bhatia), "Questions in and Reflections on Adult Education Research" (James A. Draper), "Methodological Issues in Adult Education Research in India" (R. Jayagopal), "Profile Development of Target Groups for Adult Education and Action" (B. R. Patil), "Adult Education among the Tribal Communities in India: Problems and Prospects" (G. P. Reddy), "Participation of Rural Workers and Interface with Development Agencies" (Prayag Mehta), "Towards a Typology by Needs of Adult Learners" (Asha Dixit), "Linkages and Participation with Development Agencies" (S. C. Dutta), "Workers' Education in India" (B. R. Virmani), "Training Methodology" (K. S. Pillai), "Linkages with Development Agencies," (C. N. V. Subba Reddy), "Evaluation Search and Research in Adult Education: Some Process Reflections" (T. V. Rao and R. Harihar), "Adult Education in Rural Development: A Study of the Process of Implementation of National Adult Education Programme" (B. C. Muthayya and Hemalatha Prasad), "Modernizing Evaluation in Adult Education" (Bishwa B. Catterjee), "A Comparative Study of the Relative Effectiveness of Four Methods of Teaching Literacy to Adults" (R. Krishna Rao), and "Research in Adult and Continuing Educaton, Non-Formal Education, and Life-Long Education" (D. Subba Rao). Appendixes include abstracts of research in adult education and a bibliography. (YLB)

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Research in Adult Education

(Proceedings of the National Seminar, 1982)

Edited by
S.C. BHATIA
and
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FOREWORD

The Indian Adult Education Association is the only national organisation of voluntary agencies and individuals, engaged or interested in Adult Education. Founded in 1939, the Association, now, has about 200 official and non-official agencies and over 700 individuals as its members. Its annual conferences, attended by adult education administrators and workers, have been instrumental in formulating policies on crucial issues concerning adult education and in defining and re-defining concepts and methods for ever-developing field of adult education. The Association acts as a coordinating and catalytic agency, and as a clearing house of information and ideas. It provides collective leadership to the adult education movement. It strove, in the past, for the creation of public opinion in favour of a public policy on adult education and now it is concentrating on making the programme of linking adult education with reconstruction and development more effective and productive.

During the last three decades, the number of institutions engaged in adult education has multiplied and the programmes of adult education have immensely been diversified. With the establishment of the departments of adult and continuing education in the universities and the creation of Resource Centres for Adult Education in most of the states, adult education is now emerging as a distinctive field of research. There is an urgent need, therefore, to identify and evaluate research studies conducted in the past with a view to provide guidance and ready reference for those who wish to conduct research in future. Due to dearth of useful literature on the subject, it was considered, advisable to bring together eminent adult educators and social scientists concerned with adult education in a seminar and to get the benefit of their advise as to what lines should be adopted for the proposed research studies. A Seminar on Research in Adult Education was held in Osmania University, Hyderabad from Feb. 28 to March 3, 1982 under the directorship of Dr. Eswara Reddy, Professor and Head of the Department of Adult and Continuing Education. The Friedrich Ebert Foundation of

West Germany was kind enough to collaborate with the Association in its Research Programme including the Seminar and the two Research Projects i.e. the Study of Research in Adult Education and the Study of Needs and Interests of the Neo-literates. The present volume comprises the papers presented to the Hyderabad Seminar and its recommendations.

The Association owes a special debt of gratitude to the Friedrich Ebert Foundation and its representative in India, Dr. Ulrich Heyder for extending valuable cooperation and financial assistance to the Research Programme of the Association. On behalf of the Association I thank the Director, paper writers and other participants of the Seminar. It is their contribution and deliberations that made it possible to publish this volume and prepare the ground for the Association to undertake its Research Programme. The Association is also grateful to the Research Advisory Committee which has helped in the preparation of this report and particularly to Dr. S.C. Bhatia and Dr. B.R. Patil for editing the report.

New Delhi
January 26, 1983

V.S. MATHUR
President
Indian Adult Education Association

ABOUT FRIEDRICH EBERT FOUNDATION

Two years have passed since the Friedrich-Ebert-Foundation (FES) has opened its office in India. During that time, FES has carried out educational and research programmes in partnership with various colleges of the Trade Unions as well as Social Science Research Institutes dedicated to labour issues. But in our cooperation with the Indian Adult Education Association we undertook activities in both fields: in education and in research.

Our cooperation started in March 1981 with a seminar which brought together many of the most well-known adult educators and scientists in the field of adult education. It was held in Hyderabad under the chairmanship of Prof. E. Reddy, Osmania University. We are now publishing the papers presented to the participants and the recommendations arrived at during the seminar. We are very proud of the results we achieved, moreover that we have decided to embark on a research project dealing with the same subject, namely Research on Adult Education Research in India. This project, launched on 1st November 1982, is two-fold and has as its major objective to critically appraise and evaluate all research studies conducted in India so far, and to compare them to international material. Another study, more related to practical questions, shall provide a scientific base for those engaged in the production of follow-up literature for the use of neoliterates in Hindi-speaking states of India.

Continued Education is one of the most important areas of the Foundation's work all over the world. The FES was founded in April 1925. It is one of the four political foundations in West Germany. It was set up as the legacy of Friedrich Ebert, the first President of the Weimar Republic. Son of a tailor, Friedrich Ebert himself started his career as a blue collar worker and trade unionist. All his life, Ebert fought for the equality of under-privileged groups in society and for a democratic and social order trying to overcome social barriers. During the

Third Reich, the FES was forced to give up its operations but resumed them immediately after World War-II.

The present-day activities of the FES carried out in the spirit of its founder comprise the following areas:

— socio-political education in West Germany and abroad;

— practice-oriented research and scientific consultancy of German and foreign political decision-makers;

— scholarships for German and foreign students;

— promotion of international understanding through professional consultancy services in the fields of cooperatives, economic sciences, community development, adult education, labour relations and mass-media.

Every year about 1,00,000 people from all over the world take part in the educational programmes of FES. Its staff consists of several hundred employees working in Germany and abroad. Round-table discussions, seminars, workshops, basic and advanced vocational training programmes, conferences and colloquia are the tools which FES uses to achieve its educational goals.

For its socio-political programme in the Federal Republic, the Friedrich-Ebert-Foundation has developed educational objectives which are continuously updated to make allowances for political and social changes.

As early as the 1950's, the Friedrich-Ebert-Foundation began with the construction of residential colleges for adult education programmes in West Germany. There are now a dozen of these institutions all over the country. For seminar activities outside these schools, the Friedrich-Ebert-Foundation operates its "roving seminar programme" an outreach system to give participants who are otherwise unable to attend regular courses at residential colleges, the opportunity to take part in an adult education programme.

Friends in Africa, Asia and Latin America have asked the Friedrich-Ebert-Foundation to set up similar study centres in their countries following the Friedrich-Ebert-Foundation model

but taking into account the specific needs and requirements of their peoples and governments.

Friedrich-Ebert-Foundation's goals make it mandatory to actively take part in the programmes of its partners and to share in their experience.

The Friedrich Ebert Foundation is therefore very grateful to the Indian Government for having allowed us to operate in this country within the above mentioned framework. We do also thank the Indian Adult Education Association that they have actively taken on the role of a partnership institution of the Foundation.

Ulrich Heyder
Resident Representative

Summary of Recommendations by Groups

Two groups of participants were formed to discuss and suggest some important areas of research in adult education. The first group discussed a number of theoretical, methodological, practical, operational and policy issues related to :

—Profiles, status, resources and needs of adult learners in target groups.

—Motivation and mobilization techniques in adult education.

—Linkages of adult education programme with other developmental programmes and agencies.

Education, particularly non-formal and functional is both necessary and desirable for adults who are the active members *of society, economy and polity in order* to develop their capabilities to understand and solve their problems. For adults, education is just one of the means to attain certain goals of socio-economic and politico-cultural development. It is, therefore, necessary to integrate education with other means and goals of development. To achieve this integration planning becomes necessary before launching the adult education programme in a given area for certain target groups. This planning involves :

—Understanding of socio-economic characteristics and profiles of target groups;

—analysis of socio-economic activities and interactions in which learners are engaged;

—assessment of internal and external, material and human, actual and potential resources which need to be mobilized;

—identification of existing inhibitions and hurdles, constraints and limitations and anticipated problems and difficulties involved in programme implementation;

—determination of needs, preferences and priorities of adult learners in various target groups;

—designing of need-based and problem-oriented curricula on the one hand and learning and teaching materials and methods on the other that are relevent and useful to adult learners in target groups;

—development of appropriate techniques of motivating and mobilizing the adult learners and ensuring their sustained participation in the learning process; and

—coordination of adult education programme with other relevant development programmes at various levels and stages.

Research in adult education should enlighten policy makers and planners, adult educators and other development workers on these various aspects. Such research will have to be policy-relevant, action-oriented, problem-oriented, practical, operational and participatory in nature and spirit. Multi-disciplinary and multi-methodological approach and participatory action research strategy is necessary for meaningful research in adult education which will help the programme at planning, implementation, monitoring, evaluation and modification stages.

Research in adult education is not an end in itself but the means for acquiring an understanding of problems arising from the practice i.e.

—How to identify needs and resources of adult learners and form groups which are appropriate for an adult education programme ?

—How to motivate and mobilize learners and educators to ensure sustained participation and learning to the fullest extent possible ?

—How to link, coordinate or integrate the adult education programme with other development programmes at policy, strategy, goals, means, agency and operational levels ?

Keeping this in view, a number of issues or problems in three areas were discussed, some researchable questions were identified and some suggestions were made which are presented below under three different headings :

1. **Identification of profiles, resources and needs of adult learners and their appropriate target groups**

—Adults in the age group of 15-35 should form the target group.

—This target group should be segmented by age and sex such as youth and women as some learning needs and development problems are age-specific and sex-specific.

—Landless and land poor, artisans and scheduled caste/tribes in rural areas and informal or unorganized sector and slum dwellers in urban areas should be given top priority in adult education programme.

—The levels of disadvantage, dependency, deprivation and discontent should be determined for various target groups to design qualitatively different adult education programmes.

—Within each target group, the group of illiterate adults should be considered as the most critical one needing urgent attention of the programme.

—Needs and problems of adult learners should be studied in the larger socio-economic, politico-cultural and ethno-historical context.

—The goals, contents, approaches and strategies of adult education will have to vary from one target group to another depending on their needs, resources and problems.

—Study of family and group dynamics, power structure, local traditions and customs, norms and beliefs is necessary to understand the position and role of adult learners, institutional hurdles and inhibitions, obstacles and fetters in the process of learning as a process of liberation.

—The study of socio-historical movements, on-going development programmes and efforts of various development agencies or workers and the extent to which target groups are directly or indirectly affected by them is also necessary and desirable.

—Identification of problems and their melody-remedy analysis should be carried out by educators and learners jointly in consultation with other people and development

workers using participatory and problem-solving research techniques.

—Vigorous attempt should be made to identify, assess, ascertain and prioratize the needs of adult learners in given target groups for educational, financial and physical inputs that are required to mobilize their existing resources and capabilities, institutions and technologies with given potentials and limitations.

—Participatory action research techniques should be used to know what the target group is (profile), what they want (needs), what they have (resources), what can they do (potentials), what their limitations are (constraints) and how can they learn which they need to learn (education strategy).

—Adult education programme's goals, contents, methods and organizational strategy must grow out of the needs, problems and aspirations of learners in order to make the programme relevant, realistic, effective and successful.

2. Motivation and mobilization techniques in Adult Education

Once the target groups of learners are identified and their needs and resources are ascertained, motivation and mobilization of learners before, during and even after the adult education programme becomes the important task for researchers, educators, organizers and other development workers responsible for planning and execution of the programme.

Pre-programme preparation i.e. creation of favourable climate (social, psychological and political) in which the relevance of literacy is explained and interpreted is the first essential step in this direction. There is a need therefore to study :

—The motives, sources of motives and the way in which they are/can be tapped.

—The social structure, organizational matrix, leadership, communication, decision-making and control processes.

—The ways and means in which interpersonal, mass and folk media are/can be used to communicate the objectives and

benefits of adult education in relation to development goals and to orient adults to action, dialogue and participation.

—The factors which motivate or do not motivate adults to attain education and development in a given situation in a continuous and sustained manner.

—the learners' and educators' perception of education programme's goals, their involvement and participation in the process of evolving methods and strategies of education; and their beliefs that the programme will bring about some definite changes in future.

—The possibilities of motivating and mobilizing the groups of adult learners with and without the help of other development agencies, associations or unions and institutions operating in given areas.

—The extent to which non-formal, functional, work-oriented and basic adult education can be made more effective by linking it up with informal means of education and indigenous technologies of learning which are locally available, acceptable and suitable.

—The most relevant techniques of motivation and mobilization of adult learners which have proven to be effective in similar conditions for similar target groups for similar purposes.

—The operational features such as criteria for selecting participants, size of learning groups, interest sustaining mechanisms and institutional arrangements.

—The appropriateness of re-educative strategies using belief and value modification techniques; persuasive strategies using moral, emotional, religious, political, economic, logical and scientific appeals and power strategies using authority, force and payment or a combination of these or mass and selective approaches.

—the roles of formal and informal leaders, influentials, volunteers, educators, supervisors, organizers, trainers and other development workers in adult education programme and the manner in which they can be integrated systematically

—the need for adequate orientation, training, remuneration and commitment for educators and coordination of their efforts.

3. Linkages of adult education programme with other development programmes

Education is a common denominator of social, economic and political development. It is linked with all aspects of life. Adult education programme, therefore, should not be planned and implemented in vacuum or in isolation. It has to be coordinated and integrated with other development programmes at various levels such as goals and means, actors and agencies, policies and strategies. There is a need to study internal and external as well as backward and forward linkage of adult education with education and development programmes respectively. How formal, informal, non-formal, functional and continuous forms of education are/can be interrelated and coordinated ? How adult education in general can be synchronized with other development programmes ? How can the efforts of various personnel and agencies working for education and development be coordinated for additive or multiplicative effects if found complementary and supplementary ? How can education, communication, extension and development functions be integrated or coordinated ? How can target groups of adult learners and their needs and resources be integrated with those of other groups ? How can educational or instructional inputs be cominbed and delivered along with other required material and financial inputs of development ? What kinds of backward and forward linkages need to be established to ensure optimum effect or success of adult education programme ? What kinds of organization and management strategies are necessary to coordinate, integrate and synchronize education and development programmes with a view to increase quality, efficiency and effectiveness of the adult education programme in terms of costs and benefits ?

The first group mainly raised and discussed the practical issues emerging from the adult education programme and its experiences. Areas of research were suggested primarily with a view to improve the functioning, performance, and effectiveness

of the adult education programme in India. However it was suggested that research in adult education should be carried out at all three levels i.e. practical, methodological and theoretical. The research must acquire strength and insights from practice and serve practice while evolving its own methodology and theory. If researchers, academicians and practitioners from research institutes, universities and resource or adult education centres work together in teams with a single purpose of understanding and transforming the life of adult learners through the process of participatory action research, action and reflection, education and development as a mission then there is possibility of developing a good methodology, theory and practice of adult education which is so conspicously missing and urgently needed today.

Another group was formed to go into the questions of curricula development, material preparation, training methodology, and evaluation techniques.

It was felt by the group that training could not be looked at in isolation and that it was necessary to have a system approach in order to consider the question on training methodologies.

The group was of the opinion that some basic assumptions had to be made about adult education and about research in adult education. If adult education is for people and for improving the lives of people by bringing about change, the role of research would be to ascertain how this is brought about. Viewed from this perspective, the researcher and the practitioner can be envisaged as playing an interactive and mutually supporting role.

If research has to begin with people rather than on people, some basic research questions have to be asked.

1. How do we identify needs of the adults ?
2. How do we communicate effectively with the adults ?
3. How do we design and implement a relevant adult education programme ?
4. How do we make the programme interesting and self-sustaining ?
5. How do we evaluate the programme on an on-going basis so that corrective action is taken for continuous improvement ?

These basic research questions could serve as a guide to any adult educator and would form the basis of a research effort that is participatory. Research at this level would be mainly qualitative and would involve intensive dialogue and discussions with people.

The training content and training methodology that would be required for the field functionaries and the researchers would therefore have to be appropriately designed to enable them to carry out this function. Thus, the traditional methods of training would have to be replaced by non-traditional, participatory strategies. Furthermore, these participatory strategies would have to be built into training programmes at all levels so that there is greater sensitivity and understanding at the higher levels about field realities and field problems. As in the adult education programme, so in any training programme, the emphasis would be on flexibility—on ascertaining needs and on designing relevant and suitable programmes.

The role of universities and research organisations would be to provide supportive services in the overall research endeavour. The type of research that would be carried out would be mainly practical, action-oriented research in collaboration with the field functionaries. Some of the areas for such action-research could be—

(1) types of activities or actions for which literacy skills are not necessary,

(2) types of activities or actions for which literacy skills are a pre-requisite,

(3) identification of hurdles and obstacles to adult education,

(4) strategies for involving learners in local organisations to ensure better participation,

(5) strategies for utilizing radio, T.V. and other media in adult education programme, and

(6) strategies for ensuring coordination with development programmes.

Some other areas were suggested for more basic research to be carried out mainly by universities and research organisations—

1. how do adults learn ?
2. how do adults succeed in learning ?
3. what is the threshold required for starting literacy programme ?
4. dialectal variations and language choice.
5. social cost-benefit and cost-effectiveness studies.

Dissemination of research was considered to be crucial. Documentation and dissemination of research results was considered vital at all levels—not only at the level of the policy makers and administrators but it was also considered necessary to share research results with people. It was felt that language for dissemination of research results would have to be chosen carefully.

The Nature and Scope of Research for Adult Education and Development

(Keynote Address)

—V. Eswara Reddy

Preamble

At the outset I wish to urge upon my professional colleagues engaged in research not to submit the man suffering from poverty to statistical treatment as a remedy for his illness of poverty. He needs to be understood and treated more as human being. We should not engage in the discovery of art and craft to force or persuade him to reach the ritualistic altar to propitiate the goddess of literacy more to reward us our professional growth. Instead he needs to be accepted as our fellow human being and mutually share with him the fruits of knowledge to see a new hope and future, and discover a golden path of progress to realise such a vision. This reformation of faith and practice should first occur within us, the researchers, before we talk of relevant research for Adult Education.

The Concern of Adult Education

In the context of Indian conditions, adult education should be seen essentially in terms of growing millions of people suffering from veritable conditions of poverty and experiencing erosion of hope. These are the people who are deprived of participation as equals in the process of development. Any effort of education thus should aim at enabling the people to participate in the process of development on the basis of equality and consequently improve the quality of their lives.

In democratic countries where people have to voluntarily opt for and participate in the developmental programmes, the role of Research and Development becomes crucial and critical. In the authoritarian countries where the peoples choice and their

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participation is not voluntary, the role of research is not that crucial, though it has its importance. The situation is similar to the role of Research and Development in the competitive market situations vis-a-vis the monopolistic market situations. In the competitive market, the success of the products of an industry depends upon consumers' choice for that product. It is buyers market. In the situation of monopolistic market, Research and Development is not that important because the people have no choice but to buy the product produced by the industry enjoying monopoly. It is a sellers' market. In the case of Adult Education, the need for research is all the more important not only because of the voluntariness on the part of the learners but also because it cannot immediately show in concrete terms the benefits of education to the people living under conditions of poverty.

Again in the context of an industry, centralized research with sophisticated techniques is more effective and at the utilisation level the results are consumed. The dissemination process is easy in the sense that it is confined simply in informing how to use a given implement or tool or method, whereas in the case of the programmes like Adult Education where the behaviour of the people is sought to be modified, decentralization of research capability upto the grassroot functionary level becomes a necessity, and hence has to be participatory.

Adult Education programme, essentially dealing with human behaviour, has the context of both past and future, besides the present. The past and future are smoky and hence vaguely understood in a society like India which is ancient. In a democratic society, no one meaning of development is accepted by all and similarly no one means to development is accepted by all. Different political parties and groups have different notions and ideologies.

Yet another problem lies in the encrusted traditional myths held by the illiterate people on the one hand and the scientific myths held by the educated people and researchers on the other. Why the illiterate people hold certain beliefs which may not be very rational or progressive is broadly understood by us. But why the educated and the researchers hold the scientific myths is to be consciously understood by us. This is generally because of the lack of rapport between the educated Indian and the

illiterate Indians and because of the influence of research methodology essentially developed in the West for the understanding of its own society and culture which are blindly adopted in the study of Indian society and its people.

Concepts like poverty, deprivation, weaker sections, etc. cannot find their standard definition and connotations equally applicable to all geographic and sub-cultural groups. These concepts are highly contextual in our country. This indicates the need for decentralized research.

Research Objectives and Procedures

The objectives of research in Adult Education essentially depend upon the objectives of Adult Education and the research procedures in turn flow from the research objectives. The overall objective of adult education for that matter any process of education is to promote human qualities among the people. The basic human quality is rationality. The main function is to continually extend the limits of rationality. The faculties of rationality are to be constantly stimulated. The Ego-Alter (self-other) understanding, relationship, interaction and the attainment of the goals consciously perceived and pursued is the essence of rationality. Rationality is the most efficient way of attaining the goals under the existing conditions of environment. Thus rationality includes both understanding as well as action based on understanding.

Operational Assumptions

1. there is need for every person, whether educated in formal sense or not, to continually expand his learning, so that he continuously improves his level of attainment of well being;
2. it is possible to stimulate and thereby accelerate the pace of learning to continuously attain higher stages;
3. it implies an understanding of stimulus mechanism, instruments and the areas of manipulation;
4. the self-learning ability can be improved through the programme of literacy; and
5. the components of Literacy, Awareness and Functionality

constituting Adult Education are expected to be integral to each other.

The objectives and operational assumptions stated both in terms of outcomes as well as the processes have to find their matching research objectives. Based on this principle of matching, we may identify the research objectives relevant for Adult Education. It should prepare the learners for :

1. the conscious perception of learning needs of the self in the context of the interacting individuals, community, and the environment and the goals to be reached;
2. to perceive the barriers for learning and become conscious of creating and utilising the relevant conditions to overcome the barriers and make progress in learning;
3. to respond to stimulus conditions for achieving higher cognitive skills;
4. to consciously perceive, acquire and utilize the instruments and mechanisms of the manipualation of learning;
5. to consciously perceive the relationship between learning and action; and
6. to develop the allocative and innovative abilities through the conscious activity of information (Literacy) seeking, causal analysis (Awareness) and functional action (Functionality).

Man's personality and behaviour are contextualized. The process of learning and its consequence of action are not only governed by the context, it also seeks to change the context or uses the context to attain the goals. In that sense there is a dialectic relationship between the man and his context, the mediating factor being learning.

The first step in the procedure is to comprehend the context and its relationship with the man. Often the contextualization is viewed narrowly, depending upon one's own discipline and purpose. This leads to the danger of ignoring certain dimensions which may be crucial. So the major problems the researcher has to solve is first to define the scope of the context in terms of its

length, breadth and depth covering all the domains of his life. This is a crucial problem particularly when we deal with an undifferentiated man whose involvement is total and grows in any belief or activity he is engaged in. In the societies which are traditional in culture and underdeveloped economically the man is undifferentiated. In other words, the needs and interests of man evolve simultaneously in an undifferentiated manner the economic, cultural, social, psychological, political and spiritual aspects. It is thus difficult to understand him, piece by piece using any one simple analytical tool. No one single incentive motivates him for anything. This indicates that comprehensive tools of observation and enquiry are required.

Often when we want to know his needs, interest and motivations, we confine ourselves to his material needs, and we know that it gets us no where. Therefore the stimulus to motivate him for an act of learning and doing is often elusive. All this indicates that the researchers have to have inter-disciplinary orientation so that they can be comprehensive and exhaustive as far as possible. When we talk about Adult Education particularly of the poor and if we consider it as basic to transform him into a learning being as a precondition for his behaviour to improve his conditions of existence, this problem assumes all the more importance. So at this stage of our endeavour which is by and large an initial stage to intervene, to transform individuals into learning individuals in the conscious sense of it, it becomes necessary as a first exercise to go in for the development of complete profile of the groups and persons in each of the defined, comprehensible contexts. This profile will include in it the resources such as the material, the cognitive, the emotive, the manipulative, cultural, etc., and also the expressed, unexpressed, subjective and objective needs.

Then, the next stage involved is to develop a procedure that which enables the man to discover for himself these resources as his context of facilitators and barriers for his growth.

The next step in the procedure is to enable him to reinterpret himself, his situation, to identify his future, if he does not accept the change in himself and in his context.

Then the next procedure is to enable him to see and visualise the alternative futures and arrive at his preferred future.

Then make him understand what abilities and attitudes he has to acquire, what costs and sacrifices that he has to make to realize his preferred future.

In this context Literacy, Awareness and Functionality reveal their full meaning and importance to the people.

Since the objectives and procedures of Research in Adult Education are basic in nature and exploratory to start with, the intimate involvement of researchers with the people is imperative. It is difficult to obtain objective facts from the people because the facts that the people give are highly subjective. Thus, the meaning and significance attached to the facts by the people may not be the same as understood by the researchers. This is what one may call the outcome of the lack of massline communication. So it requires on the part of the researchers almost to live with the people and share their life experiences so that they understand each other's language, meanings, concepts, etc. Here we may cite the examples of the methods of research employed by the early anthropologist in trying to understand the primary and primitive communities, he goes and lives with them and observes them through participation. The anthropologist, unlike the other social scientists, is interested in studying the entire culture of the community. This kind of approach is necessary when we deal with the type of target groups with which we are concerned. This implies that we have to prefer subcultural studies with participant observation.

The understanding thus gained cannot be mechanically transferred to those who have to use that understanding to realize the objectives of the programmes. Hence, it becomes necessary that research in Adult Education has to be largely participatory and continuous. The various functionaries at all levels in some way or the other have to be the participants of research. This leads to a question whether all can be research workers, particularly when we think of the levels of education of the organizers. It is possible if we understand the basic nature of research itself. Research, whether it is in physical sciences or social sciences, is essentially commonsense. The commonsense when it is organised and trained becomes essentially research. Any one familiar with the history of scientific discoveries endorses this view of research. So if we

accept this position it is possible for us to involve all the functionaries including the instructor.

The average Indian exists as group and moves as a group in a figurative sense. He can be motivated and mobilized only as a member of the group. In other words we have to think more in terms of motivating and mobilizing the group as such and not so much as the individuals. Hence, we require more of tools, and methods, more oriented to the group. An autonomous individual is a phenomenon of modernized industrial society and so the techniques that are adopted there may not be very effective in our context.

The other reality that we have in our country is inadequacy of material incentives that we can offer to the people which can be a stimulus. So the appeal to the satisfaction of material or economic needs is ineffective. We have to think of tools and methods of identifying the non-material needs of the people such as need for recognition, need for power, self-esteem, etc., and find the methods of stimulating them, so that they could be mobilized for a programme.

Manipulative Instruments

The manipulative procedures are an important aspect of research when we intend to bring about behaviour modification. In a way, it broadly refers to the training techniques. In this area the most important technique of manipulation is sensitization. Sensitization essentially refers to the critical consciousness on the part of the people about their existential conditions. The process of sensitization is in itself generative in leading the people from one stage to the other. Behaviour modification is essentially dependent upon modification of perceptions. Thus, perception is a major dimension of sensitization technique. Different groups perceive differently about the same phenomenon depending upon certain economic, cultural, physical determinants to which they are subjected. It may not be difficult to conceive that the illiterate poor rural people are at the low stage of cognitive ability which restricts their perceptions as they are involved in the mechanical stimulus-response interaction of routine and recurring nature. He has to be pulled out of that

orbit of relationships and be sensitized to the higher level of perceptions.

The Outcomes of the Sensitization process are :

1. Awareness of the phenomenon.
2. Discrimination of one phenomenon from the other phenomenon.
3. Awareness of characteristic of the object.
4. Verbalization.
5. Interest in the phenomenon.
6. Satisfaction.
7. Consistency.
8. Conceptualization.
9. Pre-disposition to act.

Activity involved in the sensitization process :

1. Induce his previous knowledge about the stimulus. If his previous knowledge and experience is compatible, strengthen it; if not compatible, reconcile it.
2. Introduce artificial situations to make him discriminate one from the other and focus on the phenomenon he is expected to attend to.
3. Decoding of the phenomenon.
4. Allow him/make him talk.
5. Seeking further information, discussion with others, etc.
6. Express it in several ways, at the slightest opportunity.
7. Assuming responsibility to convert people, organise people.
8. Attempts to identify the rationale and philosophy from the point of view of his belief.
9. Take interest in the implementation of relevant programmes,

Methods of Sensitization

1. Provide the descriptive picture of his existential situation so that he sees it as the reflection of his own situation.

2. Ask him to reflect and describe it.
3. To reflect on causes.
4. Discuss about the cause—Personality, familial, social (environmental) aspects.
5. Identify the ways of eliminating the constraints.
6. Discuss about the methods of eliminating the causes.
7. Specific action programme.

Certain training techniques like dialogue, role/play simulation, transactional analysis are suitable for sensitization process.

What really matters for successful research

Scientific Research, it is said is like the exploration of strange river in an unknown country. The results of exploration depend not so much on findings but very much on the explorer himself. His faith, honesty, courage, imagination, patience and modesty determine his success. Research in Adult Education at present in our country has to be the committment of the nation because of its direct relevance for improving the existential condition of its poor. Any research finding and results are of immediate use unlike in other areas of research. Hence we have to be very responsible in our research endeavour.

Research in Adult Education

—S.C. Bhatia

A UNESCO-sponsored assessment of research in literacy in Asia and Oceania reports popularity of experimental and statistical approaches with use of classical research tools. It, at the same time, draws one's attention to other approaches which have been followed in the last decade or so. The subjects of the study are sought to be involved in the entire process of research with a view to identifying ways of liberating their creative potential and mobilizing human resources for the solution of social problems. The people are now sought to be seen in a continuum of individually and socially-organized action for their own development, rather than as static beneficiaries seen synchronically.

One notices a marked predominance of formative and summative kinds of research, rather than of the continuous type. Of the studies which are available to us, conducted both in the universities and other agencies, we find greater attention devoted to the identification of resources available in the organized development sector and the manner in which the unorganized people can be equipped to participate into their use. Incidental attention seems to have been paid to the total differential assessment of the role played by such factors as age, sex, caste, occupation, etc. The extent to which an individual can assimilate and operationalize innovative behaviours in various walks of life again seems to be influenced by forces responsible for their traditional behaviours. We have yet to evolve an integrated view of people's motivations, expectations, attitudes and values, socio-economic and cultural status, linguistic situation, life styles, local infrastructure, social organization, and traditional planning and management modes; isolated analysis of each of the above elements influencing human behaviour are available though. It

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is difficult to draw generalizations, on the bases of such isolated analysis.

The lack of such integrated development profiles of the people in varying conditions of existence has again vitiated assessment of the impact of educational programmes on the heterogeneous population of beneficiaries. Take, for example, studies on need identification of the people. We seem to have a greater number of studies on identification of *educational needs* of people at a specific stage in their lives-chilhood, adolescent, adult or the third age-rather than studies on the total needs structure of the family in the first instance and of the community at a microlevel. To the extent people visualize educational needs as part of their total needs structure and to the extent that people accord to educational needs a measure of priority on the basis of the total resource structure available to them, an exclusive identification of educational needs based on the formalized concepts and systems available to us goes against the very ideal of a people-oriented education.

The manner in which the resource structure is identified in studies again indicates the primacy of developmental inputs in terms of materials or manpower infrastructure over the traditional resource structure of the family and the community. Instead of visualizing an interactional framework for the above two types of resource structure, we have either sought to emphasize the creation of a parallel resource structure or have altogether ignored the traditional resource structure of the family and the community. Our national efforts in the area of delivery of health services is a clear illustration of such a situation. The tendency to create a modernized and highly specialized knowledge-base has placed an excessive premium on the creation of a curative infrastructure right down to the level of a Primary Health Centre or a sub-centre. The measure of conflict that it has generated between the traditional preventive and promotional health practices and practitioners on the one hand and on the predominantly curative orientation of the other can be gauged at best by what we tend to call lack of motivation on the part of the people.

A similar orientation is carried into our studies on training methodology and choice of language as a medium of information

dissemination. The compulsion of the delivery system to speedily provide services has invariably resulted dilution of knowledge components and an excessive attention to the delivery of material inputs. Inputs delivered need not necessarily result in assimilation and adoption of alternate forms of behaviour. In the area of training, more studies seem to have focussed on functionary training than on process-oriented participation of the beneficiaries. Such training at best results in promoting system-specific, not necessarily people-specific, organized behaviour within the cadres of functionaries. We have yet to promote investigations into the integrative training and growth of functionary-beneficiary groups. The functionary carries with him a value-framework nurtured in a system which is totally alien to that of the people.

Motivation-mobilization techniques as related to the beneficiary population are now available in studies where greater emphasis is being laid on the emerging growth in their self-realization levels. Introspective dialogue-techniques seek to sensitize people to their source of exploitation, their creative potential and the manner in which it can lead to their development. Unfortunately, much of this research is still at the theoretical level drawn substantially from studies in Latin American countries. The Chipko movement in Garhwal, work with tribal groups in Madhya Pradesh or the people's development programme in Tilonia have figured into research only at the anecdotal level. Incidentally, a great deal of anecdotal evidence should spur qualitative research; many of us, however, remain content with such anecdotes for their pleasant use at social or even academic gatherings. A very rich body of efforts in human awakening through truly non-formal approaches tends to remain unrecorded.

Our excessive allegiance to technical aspects of research has compelled us to be insensitive to the dynamics of human growth through a gradual awakening in relation to self, the family and the community.

"...In a world of plenty, 'educatian' may connote literacy and wide learning-truth for its own sake as well as a means of progress.

In a world of want, education must...be something far more

restrictive and practical—as a means of improving living standards rather than an end in itself...

Education should help equip LDC citizens to cope with their most pressing problems—hunger, ill health and a lack of more productive employment..."

(From "Implementation of New Directions in Development Assistance" Report of the Agency for International Development, July 1975.)

"...Properly designed and managed, it can reach remote populations not served by formal schools. It can educate the dropout. It deals directly with problems of basic subsistence, such as production, nutrition and health. And it deals with these problems now, on their own terms, rather than within a set of educational pre-requisites. Non-formal education is not a pre-requisite. It is a requisite." (Michigan report).

While the above two statements may be eloquent ways of expressing the broad range of issues involved in the conceptual and implementational aspects of non-formal education, it is doubtful whether the two statements support an integral view of knowledge emerging from an individual's or groups' changing perceptions of socio-economic and cultural realities. The primacy of importance accorded to the fact of educational intervention, non-formal yet planned, gives rise to the danger of granting it a kind of componental autonomy even while professing an integrated vision. That the human beings are manipulable both individually and in groups through educational intervention is an idea which has given education a discrete autonomy independent of the human being, his psycho-social and economic resources, and the kind of dependence he has been made to develop.

I feel that this view is likely to give us a clue to the manner in which most academic research (supported by the universities) in non-formal education has sought to mould the human being to the external and often knowledge-autonomous view of educational exercises. This is in evidence in most research studies dealing with preparation of development profiles of the "community" of learners is terms of their educational and other needs, the nature of the teaching learning process, training of both functionaries and beneficiaries, and evaluation of ongoing efforts.

This autonomous view of knowledge, posthoc related to human realities, has given us a substantial body of research in the teaching-learning process, but very little understanding about the manner in which people move from one psycho-social and economic condition to another through the process of development plans.

We seem to have developed very little understanding of resource strengths and resource constraints inherent at the level of a family unit, though we have many studies of institutional and non-institutional, utilized and unutilized resources in a given community. The underlying assumption in such studies again rests on the deployment of maximum resources in appropriate "need-based" educational interventions; the existing pattern of family and inter-family dynamics is often ignored or sought to be steamrolled under the pressure of both massive and marginal developmental inputs. The utilization of such resources is always dependent upon the existence or prior development of organized behaviour on the part of the intended beneficiaries. The unorganized people are sought to be brought into contact with organized resources. The story of SEWA in Ahmedabad rests essentially on the participation of the hitherto unorganized segments of society into a set of organized resources resulting in the creation of units larger than the family. One would like to know if the dynamics of family interaction changes substantially with an upgradation of marginalized living in an inflationary economy. It does, however, enable the participants to maintain their existing levels of real income. Such efforts again seem to revolve around a few dynamic individuals whom the society soon traps through applause and public glory. It converts them into institutions before they could begin to replicate their experiments in other situations. Research once again laps up the social experimenter without paying adequate attention to the family unit's view of its psycho-social and economic resources.

The processual view of manipulation through educational intervention between man and the development plans has always held man as the constant factor and the other two as variant forces. A variability-dominated view of man, individually and in his family unit, would probably call for more descriptive and qualitative research.

The view of non-formal education as a method of involving people in developmental processes designed to help them improve their economic and social well-being is seen at its best through concepts and methods involved in effective development work with the people in such projects as agriculture, family planning, health delivery system, trades training, and other fields related to rural and tribal welfare.

The volume of work done in the above fields, the measure of success gained and constraints identified and the question of replication in other places considered is yet to be viewed in its totality. We are in an elementary stage of sorting out what we know and do not know about a variety of aspects of non-formal education, not necessarily of the people in the context of their immediate organizational units. One set of studies views age, sex, occupation and geographical background determining variability of educational needs and calling for varying forms of educational interventions. These do not find any correspondence between people's attitudes to education and availability of such resources. Most people seem to have positive attitudes irrespective of their integration with the formalized knowledge frame as reflected in programmes. Another set of studies supports the view that irrespective of the nature of people's attitudes, the measure of gain from educational programmes is directly in proportion to the measure of their familiarity with such formalized behaviour ("benefit is greater in the case of farmers with school level education"). One wonders if other factors such as the size of family landholding would not make a mockery of innovative practices. Yet we can manage to conclude that non-formal approach is well-suited to the training of farmers. The process of change, not the initial resource constraint, assumes importance in research.

A properly documented study of the SEWA experiment is likely to offer insights into the manner in which compulsions of the growing levels of assimilation of organized behaviour generate as many dropouts as our formal education. The miracle story of Anand Cooperatives carries with it an untold story of the further marginalization of the many milksellers. Are we beginning to formalize non-formal efforts in a manner that their value framework again becomes alien to the marginal man ?

People's growth efforts are best planned at smaller though numerous levels.

Pre-literacy preparation demands a knowledge of the participants. Erroneously, planners assume that people with no previous exposure to literacy or written language will instantly see it as a solution to their felt needs. ...Motivated learners who perceive the value of literacy in their lives can overlook many barriers of methods and pedagogy. Studies of the earlier programmes of Pakistan Adult Basic Education Society indicate that learners must have had some exposure to written language, seen the need for reading. Evaluation of the Isfahan project in Iran found a close association between a person's previous involvement in education and his or her interest in enrolling in a literacy class.

The Poshak Nutrition Project (*1971-74*) was designed to improve the nutritional status of pre-school children and pregnant and lactating mothers in selected areas of Madhya Pradesh. It followed an integrated approach involving the three inputs of nutrition (food) supplementation, childcare education and augmented health/medical services. The basic concept was that of a take-home dry ration food distribution to enrolled beneficiaries through the PHC's and sub-centres.

The primary objective of the Project was to demonstrate the feasibility of an integrated programme. The project managers believe that it was achieved. They attribute failure in some pockets to a lack of interest or comprehension or sheer non-availability of staff, not because of material shortages. The suggested measures include better training, and greater emphasis on sensitizing the target community before initiating the programme.

One of the shortcomings in such projects is the prior indentification of programme inputs without adequate attention to the resource structure of the beneficiary population. Such inputs are often alien/external to the resource structure and frame of felt needs of the participant population. The receptivity tends to be low by its very nature.

The training process visualized for such prior identified inputs, even when participatory in nature, ensures marginal outcomes so long as resources and original functionaries are on the scene. Even when people live in integrated family units, their responses

to programmes/intervention often reflect a componental approach since the programme managers place one input of the entire package in a dominant position.

The *Mehboobnager* experiment visualized literacy combined with health and childcare. An integrated programme requires longer than single focus programme. The object here was to determine the most efficient delivery system to convey a package of information and skills related to mother and child health care. The results of the project show that participant response to programme tended to be largely single focus, not integrated. The methodology of formulating integrated programmes apparently needs to take into account several other modalities.

There is need for a systematic appraisal of research in non-formal education with a view to identifying the dynamics of a growing sense of organized behaviour from the individual to family and finally to the community. Within this frame, a wide spectrum of issues are involved: philosophical and conceptual issues, development profiles of people in different regions, their existing learning modes, programme planning models, implementational strategies, materials production and other pedagogical practices. In a multilingual country like India, the choice of language at all the above levels indicates a measure of value framework that developmental efforts carry to the people. Research into communication networks appropriate to the multilingual and multicultural situations is at its minimal. There is need to conscientize the researchers in our country.

The institutional base for research in adult education in India—the Universities, the social science research agencies and the development departments with their field units—has by and large shown a marked hesitation in establishing linkages between a theoretical or methodical framework and the realities of the field. These linkages could have been structural involving the research bodies on the one hand and the development implementing agencies on the other. Wherever insights from research impinge upon the operational aspects of any development programme including education, planners have been reluctant to experiment with the suggested insights. There is thus no meaningful interaction between the researcher and the development manager. The research guidelines circulated by the Ministry

of Education for work in the field of adult education refers to this lack of coordination : "On the one hand, implementing agencies have been affected by shortages of trained manpower for research, on the other hand, there is non-utilization of the potentialities of universities and research organizations for meaningful research effort for adult education programmes."

One of the questions that assumes critical significance is the kind and number of institutional infrastructures that are needed for promoting this kind of a meaningful coordination. The University Grants Commission and the Indian Council of Social Science Research have responded to the promotion of research through Universities and other research bodies. There has been a tendency to multiply structures supportive of research through these bodies under the aegis of each development agency. The multiplication of infrastructures supportive of research has caused an information gap of the existence of such agencies. It needs to be considered whether multiplication of research-supportive infrastructures can evoke a better measure of cost accountability. Would it prove to be more cumbersome to channel such work through existing infrastructures ?

Next to the point of infrastructures, the question of modalities resulting in greater involvement of Universities and other bodies into applied research more appropriate to human resource development is equally significant. Alongwith each development programme, there is need to plan research methodology workshops to sharpen the interest of researchers and research bodies.

Questions in and Reflections on Adult Education Research

—James A. Draper

Context and Assumptions

Conceptualizing and interpreting research in adult education can best be done within the context of the discipline, the special body of knowledge of adult education. The expansion of post-graduate studies in adult education parallels the production of new knowledge within this field of study and practice. Deliberate research with a specialised focus is the basis of any academic discipline. There is a need to accept and integrate the inter-connecting activities of teaching and research in adult education. The tradition and richness of adult education has been its inter-disciplinary nature as well. Research relating to adult education but conducted by other disciplines, especially those within the social sciences and humanities, have their value but they alone cannot solidify the basis for professional studies in adult education. No discipline has ever depended on the incidential contributions from other fields of study. Adult education is no exception.

Classifying research in adult education is inseparable from the way in which the practising field of adult education is ordered. The field includes the acts of planning, administration, evaluation, material production, training and teaching. Each of these areas of specialization have a philosophical and psychological basis, characteristic to the field of adult education. Each area has an expanding research base.

Research is not a methodology but a way of acquiring and understanding knowledge. Research begins with a goal, with a research question, and from this follows an appropriate methodology. Unfortunate examples can be given which illustrate

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the reverse of this sequence. Inappropriate attempts have been made to quantify human experience. Both qualitative as well as quantitative methodologies have their equal place in adult education research. All good research demands rigour. All approaches need to be defended in terms of validity and reliability. Each has as well its own language. The language of qualitative research is in stages of development, as compared to the vocabulary which describes the more familiar quantitative approach to research. Qualitative research especially accounts for sociocultural factors. It is essentially non-prescriptive, focussing on the process of awareness and reacting to the question "How?" The analysis is interpretative, grounded in human experience and in the words of the respondent. Research in adult education embraces a wide variety of methodologies.

Two uniquely developing areas of research in adult education can be mentioned. The first is the qualitative approach referred to above. This includes an heuristic approach to research that is, an approach that encourages discovering from personal experience, and methods that enable one to investigate further by oneself. A second area is participatory evaluation and participatory research. The latter involves a community of population in the entire research project from the formulation of the problem to discussion on how to seek solutions and interpretation of the findings. If the goal of research is change, then the research team should be composed of representatives of all elements in the situation that have a bearing on the change. That is, the research process should be seen as part of a total educational experience which serve to establish community needs, and increase awareness and commitment within the community. Research in adult education should continue to find unique or different approaches to creating knowledge and solving problems, in keeping with the basic principles and philosophies of adult education.

> ...we should be on our guard not to overestimate science and scientific methods when it is a question of human problems; and we should not assume that experts are the only ones who have a right to express themselves on questions affecting the organisation of society.
>
> Albert E. Einstein

To summarize, there are certain myths relating to research *that need to be dispelled. Some* of these are :

—that research can only be done exclusively by highly technically trained professionals;

—that research is, by definition, measurable and quantifiable; and

—that the only treatment of research data is through some statistical manipulation or procedure.

One can best conceptualise and plan for adult education research if the basic literature in adult education is understood.

The benefits of research goes beyond its product. Researchers in adult education are to be encouraged to build in teaching and learning components to research. These benefits include:

—the creation and extension of knowledge in adult education;

—problem solving benefits;

—building self-discovery and self-confidence; and

—developing the art of asking questions and critical thinking.

Research and training are linked to critical, constructive and rational thought-processes. Undertaking research can be seen as a learning experience in itself. Hence the product as well as the process of research are important in adult education.

Adult education researchers have a responsibility for the dissemination of research findings. This should include both thesis and non-thesis studies. Invariably, this will include re-writing the findings and interpreting them in the language of the potential users of the research. Special skills are required for this as well as close contact with field operations.

As with other disciplines, research in adult education is guided by a code of ethics. It is agreed that it is unethical to manipulate research data in order to fulfil predetermined conclusions. Good research allows the data to determine the conclusions and all interpretations need to be defensible.

> Research is always and by logical necessity based on moral and political valuations, and the researcher should be obliged to account for them explicitly.
>
> Gunnar Myrdal.

Observations and Points for Discussion

Retrieval, dissemination and interpretation of findings are essential components in adult education research. What is needed, it seems, is a way of accomplishing this through systematic and periodical surveys and reference journals, including those with international coverage. As a way of interpreting research findings in operational terms, a team of researchers/teachers/administrators might constitute a review and editorial board.

Research in adult education is based on certain agreed upon concepts and principles. Have these been clearly articulated among the research community, perhaps in the form of a "dictionary of terms" ?

In what ways can systematic reporting of research become part of various training and orientation programmes ?

Literature in adult education is characterized by a lack of longitudinal studies. Such studies are badly needed.

Graduates from various training programme, including graduate level programmes (such as M.A. degree in Andragogy) should, if possible, be included in some follow-up research. On one hand, such surveys lend themselves to longitudinal studies. On the other hand they provide evaluative information required to improve such programmes, maximising their relevancy to practitioners. As for alumni from graduate programmes, especially post-doctorate, they should be encouraged to report on their continuing research, and should be considered as part of a network of professional adult educators.

Detailed archives can be an important basis for adult education research, especially to historical and longitudinal studies. The expansion of activity in adult education research requires a clear archive policy. Part of this policy might be aimed at organizations that conduct adult education programmes. Such organizations can be encouraged to keep records, and guidelines might be provided to assist them in doing this. For instance, record-keeping should be detailed enough to include not only decisions and action that was taken, but perceived alternatives.

Adult education is a relatively young field of study and research. It is natural that as a growing discipline, much of its work is descriptive. However, the methodologies used in research encompass a wide variety of approaches, including the historical,

participatory, experimental and experiential. Each approach has its own language and rules of expectation. As an envolving field, adult education shares its evolution and related issues with other more established social sciences, for instance, economics.

There are many ways to describe the "state-of-the-art" of adult education in India, for example, through surveys of research, programmes, institutions, or methodologies. Such studies are to be encouraged. One of the first tasks forre search is to describe, define and interpret the field of adult education.

One area for research in adult education is to minutely describe the tasks of specific programmes and link these to an analysis of particular institutional resources. For instance, what are the all encompassing components of adult literacy education ? In what ways can university resources and expertise be most suitably linked to specific components of literacy education ? How effective is the present involvement of universities in adult literacy programmes ? Responses can be approached as research questions.

Suggested Areas/Topics for Research

Documenting strategies for non-formal education. The major activities of adult education in India comes within the broadly defined field of non-formal education. Hence there is a need for research which helps to conceptualize and interpret what this means in an Indian cultural/sub-cultural context. Documentation of implementation is required. According to Paulston and Leroy, there are restricted ranges of usage of non-formal education within the context of national development. Why ? What alternative set of uses for non-formal education can be identifid, conceptualised and implemented ?

Research in adult education calls for short-range and long-range planning. What are the priorities for research ? What clusters or theme areas for research can be identified ? To what extent and how can thesis and non-thesis research be integrated ? What is required to develop long-term plans for research, including research undertaken within the academic and non-academic sectors ?

Literacy is a construct which is meaningful only in a specific cultural context. How does one document this ? How closely is

this bound to the technological state of a particular culture ? It is necessary to develop a measure of literacy which is unique to each-sub-culture ? What are the different indices of literacy success ?

What is meant by the psychology of literacy (reading, writing and thinking) ? What are the factual basis for the benefits of literacy ? Does the acquisition of reading and writing skills lead to psychological development ? What are the uses that people make of their literacy skills ? Does literacy bring with it a higher consciousness ? The success of development programmes depend on what is learned. What evidence is there that such programmes are planned and implemented as learning processes ? What are the philosophical goals upon which non-formal educational programmes are based ? What are the assumptions made from human nature and the ability as well as the willingness of persons to act, change and grow ? In what ways are the principles, assumptions and philosophies of adult education expressed and practised ?

Some work has been done in documenting the economics of non-formal education. Are educational goals and methodologies compatible with the economic objectives of literacy programmes ?

The question of motivation begs an honest discourse. To what extent is the apparent lack of learner motivation really a reflection of inadequate planning and the imposition of externally conceived goals ?

What instructional development models account for teaching and learning variations within an Indian context ?

What are the expected and actual competencies of adult educators ? What are adult educators, e.g., teachers and administrators, expected to do ? What do they actually do ? Adult education programmes are very much dependent upon institutional and political support. What constitutes a sympathetic and encouraging institutional climate for adult education programmes ?

Comprehensive needs assessment is the basis for adult educational programmes. What theoretical models, based on research, are really useful and for what purpose ?

Cross regional, national, and international comparative studies is an important area for adult education research. Are

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such topics as tribal education, literacy, and workers education appropriate for such comparative studies ? What other topics are appropriate ?

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Methodological Issues in Adult Education Research in India

—R. Jayagopal

This paper is designed to establish a common position from which one can view adult education research methodologies in India. Accordingly, it has a fourfold mission :

1. to look briefly at the distinctiveness of adulthood and the distinctiveness that characterises research in this area,
2. to define adult education research,
3. to discuss its special characteristics, and
4. to discuss more methodological issues in India.

The phenomenal increase in research concerning the human life cycle has still not given us adequate insights into the life stages; our knowledge about the transitions from adolescence to middle age in the Indian context remains embarrasingly limited. We are also insufficiently informed about how the concepts of adult learning have changed as well as about the changing cultural influences on adult behaviour. We are even short on information concerning how culture conditions human behaviour.

Researchers in the area of adult education, need to be sensitive to the "ways in which adults differ from children," "the conditions under which the study of adults is usually conducted" and the "complex psycho-social field of adult world". In addition, the questions investigated in adult education area are embedded in a complex cultural content (e.g., the variables accounting adult learning in a rural/urban setting) and the variables one wants to examine are often particularly difficult to isolate. The methodologies that are available in India, which could exactly account for the variances either quantitatively or

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qualitatively are in elementary stages. One wants to know more about the motives and goals of specific adults, how adults in certain age ranges handle interpersonal relations and conflicts, about how they can more efficiently and effectively help an adult to develop a new skill or understanding or attitude. Others are interested in improving the delivery systems and procedures, methods of finance, administrative procedures and the like. So there is a growing demand for more and better information.

2. A preliminary definition is warranted here for purposes of identification of adult education categories, clientele, and communication. Further, a definition assists in mental convergence facilitating better communication. Unfortunately, the term Adult Education Research lacks a commonly accepted precise definition. Each word in the term has been variously defined in India and other countries, depending on the socio-political necessities of the individual country.

Adult Education has been both narrowly and broadly defined according to a variety of criteria, from the way it functions to the characteristics of its clients. According to Bryson (1936), adult education is all activities with an educational purpose carried on by people in the ordinary business of life who use only part of their time and energy to acquire intellectual equipment towards solving short-term and long-term problems. In India, for a long time the term 'Adult Education' has been associated with education of illiterates. The National Adult Education Programme (1978) focussed on the comprehensive nature of adulthood and adult needs and thus came forth with a definition embracing the adult in the age group of 15-35. The aim of the National Adult Education Programme was to develop functionality, awareness and literacy. Thus, adult education for development has been accepted as a goal by the Indian adult educators. Long (1980) has defined adult education, as any planned learning activity engaged in by and for anyone who possess the biological, civil and cultural characteristics of an adult.

Research may be broadly defined to include any procedure used to collect information for the purpose of making a decision. The crucial question is not whether or why differences among definitions exist but what, of anything, is common to all the

activities defined as research. The critical question as applied to adult education is to be found not in what is studied but in how the inquiry is conducted (Aker and Schroeder, 1969).

Adult educators in India and in other countries have heavily relied on the "scientific method" for improving the concepts used in the field. Research concerning the ability of adults to learn provides a quintessential illustration of the scientific method in action. Thorndike and others (1928) have answered various questions in this field and have come with positive findings concerning the adults ability to learn. The scientific method has limitations yet it is one of the most promising tools.

3. Just as a range of difference distinguishes research in the natural sciences from inquiry in the social sciences, so certain special characteristics of research concerning adult education distinguish it from other educational research. Investigators seeking to establish a data base for adult education theory and practice soon become aware that their research problems are not usually the same as those faced by other educational researchers. Some of the questions may be similar, but both the population and the educational practices are often sufficiently different from those that most educators and psychologists study to require modification of the research activities. The following six characteristics of adult education research illustrate this idea :

First, research that focuses on the adult period of life is complicated by its relative length with its attendant variables. Major research issues may easily stretch across a population with a fifty-year range of experience and cultural differences, in contrast to the much more restricted age range studies by other educators. It should be obvious that the challenge of designing appropriate investigations to comprehend such a span of time adequately is not to be taken lightly. The confounding and complex research issues are reflected in one of the oldest subjects of scientific inquiry of interest to adult education, the problem of an adult learning ability or adult intelligence. Inquiries on this topic are replete with ambivalent, equivocal and apparently contradictory results and interpretations. Findings are either supported and explained or discounted by various investigators

because they are longitudinal, cross-section al, or cross-sequential. Each design contains weaknesses that seem to be complicated by the combined length and nature of this life-period.

A second characteristic is the lack of agreement of what constitutes an adult. This lack of consensus interferes with communication and the interpretation of data. For instance, the differing opinions concerning the rates of participation in adult education activities can be traced directly to this characteristic. Failure to agree on the definition of an adult has contributed to large sample difference, and subsequently to substantial differences among the estimates of participation. Shah (1981) has categorised the Indian Adult Population in terms of their economics which could be one of the basis for sampling.

Position/Income per thousand per year	*Main location of the Group*	*Percentage share of population*	*Group*	
1	2	3		4
	(A mainly organised Sectors (1 to 3))			
Real rulers of the country (above Rs. 1,00,000)	Larger cities	1%	Big	Property owners, Businessmen
Supporting power elite (Rs. 50,000 to 1,00,000)	Cities	4%	Medium	Professionals, Executives, rich farmers, etc.
Relatively prosperous by Indian standards (Rs. 10,000 to 50,000)	Cities and Towns	5%	Small	+ Unionised employees

(Contd.)

(*Contd.*)

1	2	3	4
	(B Mainly unorganised sector (4 to 7))		
Net so bad by Indian standards (Rs. 5,000 to Rs. 10,000)	Cities and Towns	10%	Upper middle farmers, other employers and employees in unorganised sectors, etc.
Above the poverty Line : But not much (Rs. 3,000 to Rs. 5,000)	Towns and larger villages	30%	Middle farmers, lowest layers of employees in unorganised sectors and the self-employed urban people doing low-paid jobs, etc.
Below the poverty line (1,000 to Rs. 3,500)	Villages	25%	Poor farmers many categories who just do not have any clearly defined occupation, many tribals and harijans etc.
Lowest depths of poverty (below Rs. 1,000)	Villages	25%	Landless agricultural labourers, most of tribals and harijans, etc.

The table to some extent provides a framework for developing sample characteristics and indicates the nature of adult target population, available for research.

The third distinguishing characteristic, lack of agreement on the properties of adult education, presents difficulty both for the investigator and the scholar. The differences among the definitions contribute to difficulties in communicating, comprehending, interpreting, and applying the findings of various studies. For example, Verner's definition of adult education, seems to exclude the self-directed learning activities studied by Tough (1971); hence, using Verner's definition, we would eliminate the independent learner from the concerns of adult education. If people do not agree about what constitutes either an adult or adult education, there is bound to be some disagreement also on what constitutes appropriate inquiry, observation, and interpretation in the field.

A fourth distinguishing characteristic of adult education research relates to questions of ethics and values. For example, investigators who believe that the experimental research method manipulates people and that such manipulation is always inappropriate will need to discover and use different techniques, such as grounded theory. Investigators are thus challenged to test their research objectives against philosophical and ethical principles as well as the canons of logic.

The nature of the samples selected in the study of adult behaviour is another element that makes such research distinctive. Investigators interested in adult behaviour, like most researchers, have to be concerned with both internal and external validity. The character of the adult population, however, presents particular difficulties. Researchers who seek a "normal" sample have some novel challenges, as do their colleagues who require a homogeneous sample. Because the normal adult population contains persons of widely different behaviour, age, background and so on, it is not easy to obtain what might be considered a normal randomly selected sample. Consequently, researchers often resort to one of two different strategies. They select subjects on the basis of their availability—that is, members of existing groups, clubs, or organisations, and students or they use extremely small samples. And not infrequently they use both.

If the frequent use of students, (from organised sectors) and other categories of individuals, combined with small samples, is characteristic of adult education research, this phenomenon may threaten the external validity of generalizability of research. However, new methods of statistical analysis and interpretation may eventually strengthen our confidence in small sample studies.

Diversity, a recognised characteristic of any group of adults, presents a unique contrasting challenge to the person trying to select appropriate samples that will protect the internal validity requirements of scientific investigations. For example, investigators may find it extremely difficult to obtain a large sample matched on selected characteristics or to the homogenity desired within a specific group of available adults. Faced with such a predicament, investigators have only a few options, and according to strict research canons, some of these are not desirable. In such cases the researcher may proceed and ignore the question of homogeneity; they may continue the research on the assumption that the members of the sample are similar; they may use a statistical procedure such as analysis of co-variance; or they may resort to using an extremely, small, but matched, sample and run the risk of a "type-II error"—failing to reject a null hypothesis that should be rejected. The significance of this feature of adult-based research may not be readily apparent, however, because of the heavy reliance adult educators have placed on descriptive and correlational studies.

A sixth characteristic arises from the sophistication of an adult sample. Data based on naive responses are difficult to obtain because the educational and occupational experiences of a sizeable segment of the available adult population have made them increasingly sophisticated or testwise. Furthermore, investigators realize that adults are more likely than younger respondents to attempt to provide the correct or valued response [Faking !).

Today, the opinion of Adult Education Researchers of developed and developing countries swings from the "static", "orthodox", "objective" oriented traditional social science research methodologies to that of "flexible" "oreinted" "participatory" methods. The reasons provided by the exponents of the two schools of thought are many and are valid from each

school's point of view. As earlier indicated despite the tremendous advances made in the conceptual realm of adult education, the scientific method of enquiry still remains unchallenged and it has its own place in Adult Education Research.

Hall (1975), Pilsworth and Ruddock (1975), Glaser and Strauss (1965) and McCall and Simmons (1969) have come down heavily on the traditional social science survey methodologies. Their main contention is that survey research oversimplifies reality, alienates the researcher, impossibility of linkages for action and hence suggested certain alternative approaches such as grounded theory, phenomenological position and participant observation. Participatory research insists that the researcher should be involved at every stage of research, involvement of representatives of all elements in the situation and converting the research process as part of the total learning situation.

Another alternative approach suggested is the grounded theory which is essentially an inductive approach to research that focuses on social interaction and relies heavily on data from interviews and observations to build theory grounded in the data rather than to test theory or simply describe empirical phenomena. It seeks explanation. It could be formal and substantive. Case studies including ethnographies might resemble grounded theory, when the researcher is conducting the research in a natural setting.

The area of "participant observation" offers a base for all who might be looking for an alternative methodology for conducting adult education research. Of all qualitative research methods the most widely used is participant observation. By participant observation is meant that method in which the researcher participates in the situation under study, either openly in the role of the researcher, or covertly and observes the behaviour of the people involved over some period of time. The important difference between participant observation and its counter-part is orthodox methodology, the interview, is that in the former case behaviour is observed first hand, where as in the latter case, behaviour is reported by the respondent. The author has extensively used participant observation techniques on the grounded theory models during the last 5 years, in

observing adult learning in different rural settings in Tamilnadu (India) which is documented in his most recent book "Village Case Studies in Literacy Programme" (1981).

Participant observation makes it possible to check the perceptions of individual's against others and one's own perceptions of the same situation. It (participant observation) provides much richer and more experimental data, and thus can be used not only to illuminate a particular social process or event, but also to illuminate the data provided by other methods and noted interviews and questions.

From the few available sources, the author was able to arrive at the following conclusions regarding the status of research in adult education in India. In India, research in adult education still seems to be the domain of Universities and colleges and is still in elementary stages. Research in adult education has been sporadic, utilizing rigid pedagogic methodologies, highly ideology-oriented and lacking in priority.

It would be in the interest of growth of meaningful research to consider the following issues :

—'Triangulation' of research methodologies is suggested instead of choosing the one and the only 'survey' technique which seems to be not completely appropriate for Adult Education Research, at times. It should be acknowledged that all research methods involve valuations of behaviour and different methods provide different types of knowledge.

—Formation of national research grid (with leading Universities in East, West, North and South India) for identifying the sources of data trends, tendencies in research policies and practices which have been defined and formulated for. Generation of regional data is suggested for purposes of evolving national theories in areas of adult learning.

—Explaining the possibility of innovative and critical scientific analysis and methodological orientation which would explain the nature and causes of underdevelopment at the regional level and their impact on men/women / children.

—Defining University Grants Commission's policy of funding adult education research, including selection of few Universities which have proven research intervention capabilities for development of approaches (qualitative and quantitative that would facilitate deep complex analysis of the problems in different adult education subjects, and

—Encouraging micro studies at selected centres which have acquired new technologies with or without changes in literacy levels of artisans.

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Profile Development of Target Groups for Adult Education and Action

—B.R. Patil

This Seminar needs to identify research needs or gaps in adult education. Before doing this we must ask and answer two basic questions, i.e. research for what ? Adult education for what ? My answer to these questions are quite simple, i.e. research for planning and adult education for action. Obviously, there has to be link between planning and action. To my mind, research for the sake of research and adult education for the sake of education is meaningless. The purpose of this paper is to present some of the ways and means by which target groups of adults can be identified and their profiles can be developed for adult education strategy and action. Before doing this, it is necessary to understand the concept of adult, and the meaning and purpose of adult education.

An adult means a grown up or mature person above 18 or 20 years of age. As an economically active member he is engaged in some activities i.e., production, distribution or consumption of goods and services in the network of exchange relations. As a political man he is endowed with certain rights and duties and as a social man he has some status in the hierarchy or dependency pattern and some roles to be performed. Adult education is supposed to help him in performing his varied tasks, duties or roles efficiently and enhance his status ensuring dignity, equity and freedom. Adult education is thus a cultural process of acquiring, elaborating and utilising knowledge, skills, and values on the one hand and resources, institutions and power on the other which are both necessary and desirable not only to perform the roles or duties efficiently but also to exercise fundamental rights effectively such as rights to association, education, work, contract, equality, collective dissent and bargaining.

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Theoretically, all adults need education but adults in poverty need it the most. They are deprived of education. Their deprivation, disadvantage and dependency are inter-related in a comulative and circular causation. To bring them out of the vicious circle of poverty, i.e., of deprivation, disadvantage and dependency they must become conscious of their own good and acquire all powers to realise it.

If we assume social system as given, we can see two classes of people i.e., one which exploits the system and the other which is exploited by the system. As long as the latter class is not educated, organised and prepared for fight it remains exploited by the other class which has control over resources, technologies and institutions. The cause of adult education, therefore, should be the cause of the poor or the oppressed i.e., life sustenance, self-actualization and freedom from servitude through problem-posing, group-focussed and world medicated educational processes.

Before the identification of target groups and developing their profiles, the researcher should first clearly specify the purpose for which the target group has to be identified and understood. This means specifying the goal or objective of action programme in view. Secondly, the structure of agency which is going to reach the target group to understand and solve their problems has to be kept in mind. Without Organisational structure in mind the target group identification becomes a purposeless exercise. Thirdly, there should be some notion derived about the strategy that is going to be adopted i.e., power, persuasive or re-educative strategy. The identification of target group and development of their profiles in the light of these three assumptions regarding cause, change agency and change strategy also help later on to modify cause, agency and strategy.

Target group identification and profiles development can be done either by researcher/planner in some cases or by educator/organiser in other cases or by both of them jointly. If educator/organiser is properly and adequately equipped with simple research and planning techniques, he can be more effective than the researcher/planner. Target groups are identified and profiles are developed not as a process of research but as a

process of planning which leads to project formulation and implementation later on. The target groups, therefore, should be identified with a view to understanding their resources and needs, limitations and potentials, problems and difficulties, structural constraints and institutional hurdles, performances and inhibitions, priorities and hierarchies of goals, fears and apprehensions, opportunities and incentives, values and beliefs, skills and talents, natural and human resources and the structure of dependency, exchange or power relations in which they are placed.

Identification of target group and development of their profiles should be done not to design a developmental project as such but to design a strategy of educating, organising, and mobilizing people in a target group effectively which is the task of educators or organisers as distinguished from development planners or administrators. The research and planning techniques required by educators or organisers for this purpose will have to be qualitatively different from the conventional data gathering statistical, planning and project formulation techniques. The following techniques hold some promise in this regard :

—*Case studies* : indepth, directed, focussed;

—*Group interviews* structured, unstructured, revolving around themes, issues or problems;

—*Role or activity analysis* to study in detail the nature of tasks, activities or roles in which adults are engaged;

—*Reason analysis* asking mainly "why" or "why not" questions to find out the reasons for doing or not doing certain things which target groups should or should not do;

—*Perception study* to understand the entire processes in which the target groups have suffered, victimised, exploited, oppressed or suppressed;

—*Problem solving, role playing and gaming* techniques to enable adults to take the role of desired and preferred roles, perceive difficulties and find out realistic solutions;

—*Observation*, participant or non-participant, direct or indirect participation to observe and understand the reality closely;

—*Organisational analysis*, looking into institutions, organisations or agencies which are already functioning and studying the ways, means and procedures by which target groups are benefitted or not benefitted;

—*Policy analysis* to study the relevance and utility of existing programmes, policies, party manifestoes and ideologies for the target group in the short and long run;

—*Socio-metric analysis* to identify the actual and potential, desired and desirable, preferred and preferrable leaders in target groups and use them strategically for social action programmes of education, organisation and mobilisation;

—*Contextual analysis* to know the socio-economic and politico-organisation context with which target groups are operating;

—*Historical analysis* to know the forces which are in operation through historically emerged social or political structure; and

—*Projecting techniques* to know the learning needs and interest in target groups.

Some more techniques can be developed beyond this. These techniques should be simple, but useful to educators and learners to think, perceive and analyse their problems and arrive at their solutions in a logical manner. The participatory research process is, therefore, important. In researching and profile determination, researchers, educators and learners must participate. Participatory research process is not only useful in developing profiles of target groups but also in improving instructional material and training.

Theoretically, target groups can be identified on the basis of :

—proximity, similarity and complementarity of needs or interest;

—degree of disadvantage, dependency, deprivation and discontent;
—substantiveness, susceptibility and manageability; and
—rural-urban background, sex, occupation, age, etc.

Under the present circumstances the target group is well-defined in terms of age, i.e., 15-35 years. This target group can be divided in two age groups, i.e., 15-25 years and 26-35 years—both for males and females; the following criteria can be kept in mind while determining their profiles :

—nature of economic activity in which they are or they would like to get engaged;

—availability of and need for internal or external resources required to perform the economic tasks;

—relevance of existing developmental programmes and agencies for the target groups; and

—caste and religious composition within the given community.

If the educators are sensitive enough, the target groups can also be identified, organised and mobilized on the basis of burning issues or problems intensely felt, experienced, realized and perceived by the people. In this case the groups can be organised on the basis of fight-flight assumption rather than pairing or dependency assumption and for protest or revolutionary cause rather than helping cause. The process of target group identification is largely influenced by the kind of model the researcher or educator subscribes covertly or overtly as stated earlier and demonstrated below :

MODELS

Category	*Locality Development*	*Social Planning*	*Social Action*
1. Goal/cause	self-help	problem solving	reform or revolution
2. Role of client	participant	beneficiary	victim

3. Role of functionary	enabler, catalyist, coordinator, teacher	Analgist—amplementor facilitator	activist, advocate, agitator, partisan, organiser
4. Practice position	instructor	advisor	organiser
5. Agency/type	community organisation or committee	development planning or administration	trade union social movement
6. Orientation towards power structure	collaborators	employer or sponsors	enemies or oppressors
7. Medium of change	task-oriented groups	formal organisation bureaucracy	organisation or cadre
8. Boundary definition	locality, neighbourhood or community	project beneficiary group	oppressed class or weaker sections
9. Goals of interest groups	reconciliable	reinforcing	conflicting
10. Philosophy	welfare	growth	distributive justice

For profile development, target group should include leaders, advocators, communicators, supporters, sympathizers and followers within the group and institutions and functionaries involved in the programme. Such profile development will lead to better planning and action.

In order to develop criteria and techniques for identifying target groups and evolve a methodology of participatory research or techniques for developing the profiles of target group, research may be taken up jointly by researchers, practitioners and target adult learners in the following areas :

—Functionary's perception about the programme, his role and responsibilities, the target group and the problems involved in performing his role effectively,

—Adult learner's perception about his roles, requirements, relevance and utility of the programme, functionaries and programme inputs in relation with other programmes,

—Evolving participatory research techniques and guidelines and testing their effectiveness in various groups under various situations, and

—Evolving the criteria of identifying target groups, organizing learners, eliciting positive response and achieving success in terms of programme goals.

Adult Education Among the Tribal Communities in India : Problems and Prospects

—G.P. Reddy

The present paper briefly deals with the various problems that are nagging the adult and non-formal education programmes among the tribal communities of India. It also suggests a few researeh programmes on priority basis; if undertaken in tribal areas, these might help in achieving quick results in adult and non-formal education.

Population, Habitat and Levels of Living

The population of tribal communities forms a considerable segment of Indian population and is distributed throughout India. There are more than 300 tribal communities in the country.

Except for a few, the rest of these communities inhabit the hilly, and forest areas. A large majority of them were living isolated life subsisting on their surrounding environment. In a majority of cases, their isolation is broken; they are, however, still primitive and backward.

The level of living and development is not same in all the tribal communities; it differs from region to region and tribe to tribe. Basing on their level of development the Indian tribal communities could be divided into three categories. The first category consists of those tribal communities who are still at food gathering stage. They are the most primitive and backward, living in interior and dense forests depending solely on gathering

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of roots, green leaves and fruit and hunting small game. They neither know the technique of food production nor food preservation. The best examples of this category are the Chenchus of Andhra Pradesh, Cholanayakan of Kerala, Onges of Little Andaman and the Shompen of Great Nicobar. The second category consists of nomadic and semi-nomadic tribal communities who are constantly on the move. They follow various occupations from begging to selling native medicines. The best examples are the Yerukula and Chella Yenadis of Andhra Pradesh and other Gypsy tribes of Northern India. The third category consists of the tribal communities who are located economically on the fringe of the agricultural communities. These communities also inhabit mostly the hilly and forest tracts and subsist on a combination of primitive and incipient agriculture and food gathering activities. This category is the largest segment of the tribal population. Rajgonds, Bhils, the Jatapus, the Bagathas fall under this category.

The variety and pageantry of tribal life in India is well known, but they are still primitive and backward, their social structure is characterised by reciprocities, their economy is of subsistence type based on primitive technology, their ideological system is characterised by magico-religious beliefs.

Urgency of Adult and Non-formal Education for Tribals

A large majority of the tribals still remain economically in the same status as they were before country's independence. Why is it so? Though the reasons are many and varied, the one most important and crucial reason is illiteracy and ignorance among the tribal communities. They lack ambition and motivation, in the material sense of the term. They lack skills and understanding to utilise the emerging new opportunities.

The tribal communities need to improve their literacy standards and skills and widen their knowledge not only to participate in the process of development but for their sheer survival. The tribal areas have become fertile areas of exploitation for the non-tribals. Because of the illiteracy and ignorance of the tribals, traders, money lenders, forest contractors and even some unscruplous government officials cheat and exploit the tribals. Indebtedness is rampant among them.

Innumeracy is the bane of all the tribal communities in India. This alone makes them fall prey to the evil intentions of the traders and money lenders. Innumeracy and lack of knowledge in weights and measures prevents a tribal in gaining the knowledge and utilization of some of the economic development programmes. In most of the cases their counting ability does not go beyond 5 or at the most 10. They lack knowledge in simple additions, substractions and division.

Despite the increase in the number of schools in tribal areas the percentage of literacy among the tribals is still around 4%. The main impediment in formal education in tribal areas is that the tribal parents are not willing to send their children to school. It is mainly because that the tribal children by the time they come to the age of 10 become economic assets to their families. Even among those who attend the school, stagnation and wastage is alarming.

We are still groping in the dark about the approach that should be followed in educating the adult tribals.

Motivation emerges as one of the major hurdles for adults to learn reading and writing and show interest in non-formal education. The experience in N.A.E.P. tribal areas in Andhra Pradesh is that when a tribal is persuaded to attend the adult education classes, his immediate question is, what is it that the government gives for attending the classes? And what is the use of learning at this age? Even if one succeeds in attracting a few adults to the centre, their enthusiasm is short lived and those few who regularly attend the classes find it difficult to complete the course in the stipulated time. Further even among those few tribals who have completed the course, the level of retention is very low.

The following problems are as difficult as the problem of motivation :

1. Since the level of development is not uniform among the tribal communities in the country, their experience, level of understanding, world view and felt needs differ from each other. Do we use same methods of and content in adult literacy at all the level ?

2. The medium of instruction is another problem. Except for a few, the rest of the tribal communities have their own dialects. Further most of them are bilingual. Besides their own dialect, they also have some knowledge of the regional language. A few border tribes are trilingual also. If the medium of instruction is the regional language, their knowledge of regional language, is not adequate to understand, absorb and retain literacy skills gained. Teaching in their own dialect through the regional script raises a bigger problem of integrating the tribals with the region in the long run.

3. Finding a suitable grass root adult educator for tribal areas is another problem. Experience has shown that to depend on local school teachers who are mostly non-tribals is useless, because they are not even interested in their own profession of teaching in tribal schools. Further a number of studies have shown that these teachers rarely put up permanent residence in the villages where they are posted. Even after the relaxation of qualifications (passed 5th standard is sufficient in the case of tribals and 10th standard in the case of non-tribals) an adult educator who is a tribal is a scarce commodity.

4. So far no effort has been made to give equal importance to tribal women in adult education. Almost all the adult education centres in tribal areas (in Andhra Pradesh) are only for men and manned by male adult educators. There are only a few mixed centres, but the response of women is very poor. Some of the women who are willing to attend the centre complain that they do not like to sit with their men and do not like to be taught by a male teacher. So the need is to open exclusive women centres and search for women adult educators.

Suggested Research Programmes

A few fields of research in tribal areas might help in a better implementation of adult education programmes in these areas :

1. Processes of Traditional Learning :

We have very little or no information at all on the methods and process of traditional learning among the tribals. Such a

study has to touch two spheres of tribal life : an enquiry into how a tribal child learns the skills and behaviour pattern required for his survival in the environment as a member of the community and the role of parents, grand parents, siblings, elders and leaders in the learning process; and how an adult tribal reacts under contact situation, learns new skills, and acquires new behaviour pattern suitable to the changing circumstances. Insights into these two aspects of tribal communities would help us in designing and implementing programmes more successfully in tribal areas. This kind of study requires interdisciplinary participation of anthropologists, psychologists and experts in education.

2. *Development of Numeracy in Tribal Areas:*

In order to design proper numeracy programmes and to achieve quick results, it is imperative to assess the existing knowledge in numeracy in tribal areas.

3. *Utilisation of Existing Tribal Institutions:*

One has to conduct an intensive enquiry as to how best we can utilise the existing traditional tribal institutions for the spread of adult literacy and for imparting non-formal education. For example, throughout the Eastern ghats, weekly tribal shandies take place. Each tribal visits a number of shandies every week. This institution can very well be utilised for spreading non-formal education through audio visual aids. One could also explore the possibilities of kinship groups like lineage and clan or traditional leaders for spreading Adult Education among the tribals.

4. *Working Pattern of the Tribal Communities :*

He is not accustomed to work according to time. His work depends more on seasons unlike the work of non-tribals. His needs are less and he puts in sufficient work to satisfy his limited needs. It is important to have a thorough knowledge of pattern and intensity of his work according to seasons. In one season he has more work and less free time, in another season he has less work but he is busy in tribal festivals. It is useful to time the programmes to suit the tribals working pattern and habits.

5. Action Research to Know the Level of Understanding and Comprehension :

This could be done only by involving oneself in tribal adult education programmes for a considerable period either directly or as an observer. This gives an understanding relating to the tribals mode of speech, sentence formation, use of words and also their reaction to the spoken word by others. It is also very essential to know his command in the dialect. This would help in formulating relevant methods to teaching and content of education.

6. Felt Needs and Anxieties of the Tribals :

Identification of immediate needs and anxieties which require attention is very essential so as to enable us to design non-formal education programmes which have relevance to his needs and anxieties.

7. Influence of Caste on Tribal Societies :

Ethnic differences in tribal areas, where a number of tribals live are sharpening day by day because of the influence of caste. An incipient caste structure has already emerged in most of the tribal areas. The result of this is seen in schools and other spheres of the tribal village life. The tribals who belong to upper strata do not like to interest socially with the lower strata tribals segregation is practiced even in schools. This aspect of the tribal life has to be enquired into thoroughly to see the effect it has o educational efforts.

Participation of Rural Workers and Interface with Development Agencies

—Prayag Mehta

It is now well-known that the gap between the rich and the poor in our country has tended to widen despite development efforts. In fact, our development process has been associated with increasing rural unemployment, poverty and illiteracy. There is some irony involved in this situation where we find increasing development efforts leading to increasing poverty. Some recent estimates put as many as 50 per cent of the total people below the poverty line. Those above this supposedly poverty line are not in much better position. In-equalities have increased substantially. For instance, it is estimated that the poorest 10 per cent of the rural household own about 0.1 per cent and the richest 10 percent more than half of the total rural assets. It is further estimated that seven out of ten citizens are illiterate and that we contribute half of the world's entire illiterate population.

The situation may not be much different in other developing countries. Such dismal results of planned development projects have led to serious rethinking about development strategies. One of the basic factors underlined in this respect is lack of education and organisation of rural workers and others in unorganised sectors of our work force. Such experiences probably prompted the International Labour Organisation to adopt their Convention 141 concerning organisation of rural workers. This Convention has been ratified by several countries including India. Similar experiences have prompted the U.N. agencies to propose participation as one of the important needs of people, along needs for earning of livelihood and social security. Thus, participation of

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people in development efforts and in various other such activities and organisations concerning them emerges as a crucial factor in human development.

Several attempts are being made in our country for helping people to initiate their own development efforts. We, at the National Labour Institute, have been involved in two such Projects—one in Rajasthan and another in Bihar. The Bihar project located at Singari village in Ranchi district has been now in operation for more than two years. This is being implemented jointly with the Food and Agriculture Organisation of the United Nations with the active collaboration of Bihar Government.

Singari is a small village consisting of some 134 households—all belonging to a very backward Bedia tribal community. At the time when the project was launched the village was considered to be socio-economically very backward. As could be expected, practically every adult was illiterate. There was a government school some 1 km. away but hardly any child went there. Adults including women frequently had to go to Ranchi in search of work. Every household owned some land but there was no proper irrigation facility and they got at best one small crop of paddy. They had no other work except collecting wood from forest and selling it in Ranchi—some 40 kms. away. Occasionally they also collected some other forest products and sold in the weekly market.

After initial survey and personal contacts, a full time group organiser was placed in the village. For some time he lived with the villagers moving from household to household. After initial hesitation was over, a small house was constructed in the village with the help of the villagers which later became the residence of the Group Organiser and office of the project. A group of village youth was brought together in a camp for a few days. Gradually, conditions were ready for organising a village council. The village council elected its President, Secretary and other office bearers. Through a series of further educational activities the village council launched a social reform programme. The first on the agenda was to educate people against wasteful expenditure and excessive drinking. Interestingly, the village council succeeded in introducing voluntary prohibition. Within a very short meti drinking almost totally disappeared from the village. Similarly,

they developed norms for regulating expenditure on marriages and such other social occasions.

The Village Council and its workers gradually developed a sense of self-confidence and efficacy. With the help of the group organiser and Institute's faculty, the tribals started interacting with the tehsil and district officials. Gradually, such links were established with several development agencies catering to the needs of the tribals. Links were also established with the top officials of the district administration. Such interaction enhanced self-confidence and sharpened skills of the tribals on one hand, and on the other, generated interest among the officials. Following such interactions and discussions the village council succeeded in getting several new economic projects and irrigation facilities in the village.

One of the most important outcomes of the enhanced economic activities and self-confidence of the village people under the leadership of their village council was very significant spurt in education. The village council built a new school for children. They added rooms to the project office and the night classes were soon full with attendance. Women also started attending night classes. The Village Council arranged for part-time teachers for this purpose. The literacy classes really became occasions for discussions about the various projects. The project was evaluated by a team of FAO experts towards the end of 1980. Their detailed report included the following as achievements of the project :

Two sources of drain on resources and incentives have been removed: (a) heavy debts repayments and illegal confiscation of produce or occupation of fields by moneylenders has been eliminated, and (b) the brewing and drinking of alcoholic beverages in the village has been stopped.

From a bare enrolment of 18 students in nearby schools (before the project) there are now 85 registered students for the day school and 155 for the night school in the village. Attendance, based on a cursory examination of records is about 50-60 per cent of these figures. The night school is held every night from 9 to 11 p.m.

Whereas few people were literate and depended on verbal information, all major activities are now a matter of public

record. Notices and purposes of council meetings are posted and minutes are meticulously kept. Even a register of savings accounts is kept as well as records of bank credit and receipts, applications for loans and public benefits, a detailed table of responsibilities for a wide range of functions in the village and with outsiders, a diesel engine log book, night school examination records, etc.

—Twelve new 20 ft. diameter irrigation wells have been dug, at least 10 more are planned, and eventually the tank will be enlarged. This allows greatly expanded dry season cultivation of potatoes, tomatoes, gram, wheat, groundnuts. Seventy acres can be covered now and another 60 when the new wells are completed. The village has 600 hac. of cultivable land.

—Sixty households have been supplied one improved pig each and the community is constructing pig barns for 450 pigs initial capacity, depending on government-supplied pigs, feed supply and marketing.

—Twenty five households have constructed 20-layer poultry houses (deep litter) and are awaiting the chicks and feed supply.

—Three thousand fry were placed in the largest tank in October, 1980 and are now estimated to weigh 300 gr. each.

—Lac seed has been supplied to over 5000 trees.

—There hundred and fifty fruit trees have been planted.

—A spinning centre is planned for silk.

—Many households have bank accounts and it is becoming a matter of honour.

Previously, labour migration was high and almost all families had to work outside for 3 to 5 months food supply deficit. Now no one works outside, young girls are forbidden to go unaccompanied to the market, and the economic base for continued self-sufficiency through the enterprises is being established.

—A few families without an adult worker available are provided for through a village welfare fund organised by the youth council; a village council fund is used for entertainment of visitors, expenses on behalf of the village and it is planned to use it eventually for further education (middle school and above).

—A number of village-selected trainees are taking training in pig-raising, poultry-raising, veterinary assistants, bee-keeping, carpentry, silkworm culture spinning, etc.

The general impression of those who visit the village has been of growing vigour, purpose, well-being and self-confidence, in the activities of the village council and the villagers.

A people's self-initiated development project is also underway in Kotra tehsil and some other small tribal areas of Udaipur district of Rajasthan. The education inputs and some of the results have been documented elsewhere. This project is being implemented in two phases under the joint auspices of the Institute and the International Labour Organisation. Several education camps have been organised. Follow up workshops have also taken place and group of some 50 young workers has been active in organising various social and educational activities in villages—mostly in Kotra tehsil. They have formed village-level, tehsil-level, and district-level associations of their own. They have paid membership and office bearers. The reinforcement activities have helped them to increase membership and other activities. The tribal workers have also tried to educate the community for controlling drinking and wasteful expenditure. From the very beginning, the workers of the association have been interacting with the concerned officials of development agencies and with the tehsil and district administration. They have effectively used the technique of sending documented petitions to the concerned government agencies bringing to their notice various problems and cases of harrassment, etc. During one year ending in January 1981 they sent more than 100 such petitions.

A summary of the subject of such petitions is given in the following table?

Table

Subject matter of Petitions and their Frequency

	Subject matter	*Frequency*
1.	Non-payment of wages and harassment by Panchayat and Cooperative Societies	17
2.	Harassment by Forest Officials	5
3.	Corrupt practices of government officials and harassment by them	17
4.	Harassment by moneylenders	4
5.	Sexual exploitation of women	3
6.	Problems of unemployment	25
7.	Land disputes and harassment by landlords	17
8.	Police atrocities	22
9.	Comprehensive representation to the government by the association covering several kinds of problems	5
		115

In addition to the petitions, the office bearers and other workers regularly meet and discuss with concerned officials their various problems. As a result of such activities, the district officials also became very alert and the local tehsil-level officials started recognising the workers. A joint workshop of 20 tribal youth and an equal number of development officials from various agencies was held in the last week of January 1981. This was done with a view to promote active and continuing interaction between the tribal workers and the concerned development agencies. This four-day workshop gave an opportunity to the development officials to talk to the active young workers and to appreciate their problems. Similarly, the tribal participants got an idea of various development activities under way. Such activities were concerned with irrigation, agriculture, credit societies, banks, horticulture, animal husbandry, public health, education departments and corporations. In a way, it

was a unique experience for both the parties concerned. They jointly discussed and developed tentative action plans for promoting participation of the community in various development activities. and for generating self-employment and other employment opportunities. They developed action plans for further organisations of village councils and for involving the members and the community in general to take full advantage of different facilities being offered through various development agencies.

In addition to social reforms, the tribal youth workers and their Association have been campaigning for education both of children and adults. Some of them have themselves started night literacy classes for adults. In one of the repeat camps, the youth workers reported that there was visible interest of the community for learning to read and write. These night classes are also used by the Association for preparing the community for social reforms as well as for resisting harassment and illegal activities on the part of moneylenders and others.

As the workers have attained some measure of respectability, acceptability and credibility, some kind of rapport has been built with development agencies. Several well meaning and honest tehsil and district level officers are actively helping the workers of the Association in various ways.

Data from the above projects thus suggest that participation of rural workers and their interface with development agencies promote their involvement in various development activities. As such involvement increases and as the community is sensitive for such activities, the demand for adult education also increases. The same workers who promote participation of the community and bring about interface with development agencies also become motivators of literacy campaigns. It appears that participation increases the need for literacy and education. Activities undertaken to fulfil such needs also work as incentives for education which also becomes a felt need. In this way dynamics of development and learning tend to overlap, establishing functional linkages between the concerned institutions and agencies.

Towards A Typology by Needs of Adult Learners

—Asha Dixit

Adult Education in India is known from the last quarter of the 19th century. In the beginning it was regarded as an effort for removal of illiteracy. The scope of the content of adult education has gradually been enlarged to include general social education. It includes elements of education for democracy, citizenship, health and education for desirable social change.

What is Research

Research may be defined as any investigation, survey or study tending to correct, verify or add to knowledge or in a specific field. Greenwood puts it "Research is definable as the use of standardized procedures in the search for knowledge". The basis of these standardized procedures are based on certain logical principles. Mere census taking or record of facts is not research. The data have to be collected in such a way that from them certain generalizations are to be made. Research is thus considered to be the use of scientific standardized procedures in the research for knowledge.

Research in adult education reveals a rather chaotic situation. "With respect to the production of new research, adult educators are equally indifferent. Although there is a trend towards the increasing use of problem-solving or administrative research there is too little substantive and fundamental research into the basic unanswered questions about educating the adults. Adult Educators have little interest, time or skill to conduct the continuous research necessary to advance the discipline. The main incubator research development is the graduate programme in adult education at the University level but this cannot

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possibly meet the need of an emerging discipline." Research in Adult Education is needed for the planning of the programme, rapid expansion of different developmental programmes, to improve adult education practices and policies, more effective methods, more satisfactory techniques, richer learning material, etc.

Adult Education is completely inter-disciplinary; it is an essential borrower from other fields of study because it is a practical subject like applied sciences.

Research Needs

1. Fundamental Social Research : It is necessary to identify and analyse the relationship between the various processes of socio-economic development and the role of adult education in relation to them.

2. Motivational Research : It is necessary to explore the ways and means of infusing enthusiasm and mobilising community support for adult education programme. An effort has to be made not only to find out the best ways of motivating adult illiterate but also educated people.

3. Curriculum methods and material research : It is necessary to undertake community surveys to develop appropriate curricula, undertake action research projects, case studies and scientifically evaluated pilot projects related to adult education programmes. It is also necessary to design appropriate and relevant strategies for producing teaching-learning materials, organizing training programmes and initiating post literacy and follow-up activities.

4. Organisational analysis and research : It is necessary to identify appropriate organisational, managerial and administrative structures for effective implementation of the programme.

5. Some of the areas of *policy research* are :

(i) Designing alternative strategies for ensuring better participation of weaker sections, particularly women, ST/SC in the adult education programme, to reduce the existing disparities.

(ii) Ascertaining impact and inter-relationship of adult education and universalization of elementary education.

(iii) Integrating Adult Education as part of overall development efforts.

(iv) Determining the needed duration for acquiring minimum learning skills.

In short research is needed for valid determination of educational needs, identification of pertinent content, the selection and use of techniques appropriate to both content and learner, patterns of organization for education, the measurement of achievement, and the design of learning situation that fits the needs and abilities of adult learners.

In seeking to arrive at a sound conceptual and methodological framework for research in the area of interests and needs, some investigators have concluded that activities are the best indicators of interests. Others seeking to uncover adult interests have used the criteria of subjective tests.

The importance of needs as a basis for programme planning is accepted by adult educators. Needs is a complex concept; researchers and writers have devised many different approachers to describing and defining the notion of need. Two different interpretations are in evidence:

1. The first interpretation is based upon the assumption of an inherent growth or need-fulfilling tendency in man. When the needs that have the greatest potency and priority are satisfied the next need in the hierarchy emerges and presses for satisfaction and when these are satisfied another step up the ladder of motives is taken.

   The hierarchical order from potent to least potent is as follows :

   (1) Physiological needs; (2) Safety needs; (3) Needs for belonging and love; (4) Esteem needs; (5) Needs for self-actualisation; (6) Cognitive needs; (7) Aesthetic needs.

2. A second interpretation of needs is based upon the assumption of equilibrium as a natural state toward which man strives. Need is a condition that exists between what is and what which is more desirable. Thus, a need represents an

imbalance, a lack of adjustment, or a gap between present situation or state of being and a new or changed set of conditions assumed to be more desirable.

This interpretation provides a framework which can be useful in the development of adult education programme. In utilising this framework it is necessary to be able to compare what is (the permanent situation) with what should be the more desirable condition. The result of this comparison will be the gap or need. A need may be expressed in terms of the level of knowledge that one possesses, the present attitude one has, or the skills that one possesses, may be interpreted in terms of desired economic, social or environmental change or in terms of practices to be followed.

Adults identify two kinds of needs : (1) need in the sense that the learner lacks some information or skill that it is assumed he should have, or that is enjoyed, by most members in society (2) A need in the sense of a tension or disequilibrium. A study of needs and want of the adult learner is one means of beginning the development of a curriculum. Needs are so varied that one must have some ways of bringing them in order. One rough classification is (1) health, (2) family and friendship relations, (3) socio-civic relations, (4) consumer aspect of life, (5) occupation. (6) recreation, and (7) religion and philosophy.

Needs may be identified through various procedures such a receiving requests, surveys and demographic data. As a part of procedure other information regarding learners such as educational level, age, family circumstances, occupation, cultural and socio-economic background and geographic location must be taken into consideration.

While doing my Ph.D. on "A study of educational need patterns of adults in the urban, rural and tribal communities of Rajasthan" the survey method was used to assess the needs of the adult learner. The main objective of this research was to find out why a large number of men and women in Rajasthan could not avail of the opportunities of education. Keeping these factors in view, the study attempted to find out the

educational need patterns of the adults in three communities of Rajasthan.

An interview schedule was used to collect information from three villages, of Sanganer Panchayat Samiti of Jaipur District—Shiv Singhpura, Navata and Mohana and with the tribal adults in the three tribal villages of Girwa and Kherwara Panchyat Samities of Udaipur district with the randomly selected adults of these communities. In addition, a fairly extensive survey was conducted in Jaipur, interviewing both men and women in various occupation through a questionnaire.

The following hypotheses were tested :

1. Occupational differences are significant as far as educational needs of adults are concerned in an urban community and educational needs vary from occupation to occupation in an urban community.
2. Nature of the profession determines the preferences in educational activities of the adults in the urban community.
3. Sex differences are important in the educational needs of the adults in the various occupations in the urban community.
4. Educational needs are determined by age in the rural and tribal communities.
5. Age effects the educational programme, design and content in the rural and tribal community.
6. Education needs and their priorities vary from urban to rural and rural to tribal communities depending on a number of factors other than sex or age.

Conclusion

1. While planning adult education programmes, the adult educators must consider the age of the adult learner with special needs and interests. The findings also revealed that the aged do have particular needs that often can be met only through instrumental forms of education.
2. In rural area, there are very few people who are now interested in adult literacy classes. This is due to two main

reasons (i) education has not become a part of their life-style, (ii) they realise that literacy classes do not cater to their need. Generally speaking the villager does not appear to be averse to education in general. He may not always want it for himself but he often does see merit in having his son, not the daughter receive an education.

3. In rural community, the majority of respondents did not have the opportunity for formal schooling and the main reason for this deprivation was domestic responsibilities and the lack of educational facilities in the village. A majority of the adults were interested in further education and had a favourable attitude towards vocational training. In fact, their main aim to join classes was to get more knowledge connected with their occupation not three R's only.

4. A majority of adults in the urban community expressed their preference for the area of further education, continuing education, vocational education and other professional courses. The purpose of further education was promotion. There are certain implications from these findings for educational programme planning for urban community. The adults perceive their educational needs to be secondary to their economic needs, it is therefore recommended that educational programme must deal with the problems concerning their economic development.

5. In the field of adult education particularly (for women) in rural and tribal areas should be through youth clubs, Mahila Mandal, Charcha Mandal and other agencies where literacy and post-literacy work can be combined with other important educational programmes, craft training and entertainment. The participants of the above mentioned agencies are made to undergo change by learning through seeing/using.

6. The study also reveals that very little has been done by way of extension education to evoke the interest and enthusiasm of the rural and tribal communities for literacy and further education.

7. Since the percentage of literacy in the rural and tribal

communities is very low, and of these who are categorised as literate, very few are functionally literate, the population cannot be reached and influenced for educational work through the printed work. Other media need being used, in depth, and continuity over a period of time. Mass group and individual contacts by the extension worker inculcating desire for education are recommended as preliminary activities preceeding educational programmes.

8. The scope of this study has necessarily been limited only to the central theme. The scope for further studies on the various problems and on the implication of the conclusions remains to be seen. Communication training, training model of adult education in different cultural setting, programme planning are some of the important areas of further studies. It is hoped that this brief study will provide some assistance to those interested in more detailed study of the problems possibilities and priorities of adult education.

Linkages and Participation with Development Agencies

—S.C. Dutta

As one who has been advocating for over a quarter of a century that adult education must become an instrument of social change and an integral part of developmental processes, I welcome the concern of adult educators all over the world to the acceptance of the role of adult education in development. It was in 1956 that I wrote that Adult Education is a matrix of a new civilisation based on equality, freedom and social justice. There was a great uproar specially in western world where Adult Education was looked upon as a remedial education or education for upgradation. Most of the western adult educators did not care to examine the need and requirements of the Third World countries. The assumption that there is a close and direct relationship between education and development was not accepted by many, specially the economist, who did not see any relevance of education or training to development. The failure of developmental activities to reach their target made the World Bank in 1964, to realise the pivotal role of education in development. "We have learned through the years that growth and social progress are both inseparable and inter-related, that such things as hope and enthusiasm, skill and knowledge, curiosity, vision and wisdom, are no less important than steel, cement, sand and machinery". (G.M. Wison, Vice-President of the World Bank and International Development Association).

While the bankers learnt the lesson, "by the most practical kinds of experience in the countries where we operate", the

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adult educators were slow to demonstrate the vital link of adult education with development. Perhaps the class character of the elite professors of the Universities and Education administrators in the developing countries had something to do with this failure. The beneficiaries, field-level workers-official or voluntary, in rural areas and local communities should be trusted to take an effective part in planning and implementing developmental programmes with education as an essential component.

There are a number of experiences of this linkage between adult education and development and it would not be difficult to deduce a pattern, which could serve as a guide-line for future activities, with such variations as would be necessary to suit local needs and conditions. Simultaneously, a few action-research or problem-solving projects need to be undertaken. These could also provide guide-lines for promoting worthwhile adult education programmes for social change.

In village X, near Ranchi, about 25 tribal families were living. Each of them used to earn Rs. 2/- per day by selling cane basket on Ranchi-Jamshedpur Road. A properly trained and dedicated adult educator was given the responsibility to organise educational programmes for these tribal families. The adult educator belonged to the same village and knew all the heads of the family and their problems. They were able to earn only Rs. 2/- each because they could spare 50 paise to buy the raw material. The felt need of villagers was to increase their daily income. The educator set about solving their problem first, so that he could involve them, in improving their life-styles as well as in organising educational programmes. He collected the 25 heads of family and proposed to them to form a cooperative of basket-makers, with a share capital of Re. 1/- each, secure a loan of Rs. 250/- from the cooperative bank, buy raw material in a bulk and prepare baskets in larger quantity per day and sell them at fixed price on the Ranchi-Jamshedpur Road. He calculated that each one of them would earn Rs. 10/- per day, if they acted on the suggestion of working cooperatively. His proposal was agreed upon and the basket-makers were organised into a cooperative, the loan was arranged, the raw material bought and distributed. This helped the basket-makers to increase their income five times. The adult

educators pursuaded them to save Re. 1/- each per day and deposit the amount in the cooperative bank. He also urged them to learn numeracy so that they could keep account and to learn, to read and write so that they could take active part in the affairs of the cooperative, which could later on be developed into a consumer and thrift cooperative. This all of them agreed. Slowly and gradually, the adult educator brought in the health visitor to the village, the vaccinator followed; children who were in need of nutritive food were provided with the necessary milk food and cereals. Thus a dedicated individual committed to social change brought into the village the facilities of various developmental agencies and assisted the villagers to improve their income and provide motivation to learn to stand on their legs. The process thus started could help them to break the vicious circle of poverty, mal-nutrition, ill-health and ignorance. May be it may lead them to the second cycle of self-help leading to social action for attaining and securing better living conditions, schooling for children, etc.

There are a number of examples of linkages. However, it might be useful if action-research projects are undertaken linking adult education with development. At one stage, an adult education agency had planned a programme to be launched in a village in South Delhi. The Centre was a clinic, where poor people used to visit in the morning hours. In the afternoon, the Centre was to be used for teaching women craft and literacy. The craft-tailoring, sewing, cutting would help the poor women to earn. It was also planned to start cooking class. The village, being in the midst of posh localities of South Delhi, would help the men/women to get cooking jobs in the neighbourhood. It was planned to have coaching classes for senior school students, who were weak in subjects like English or Mathematics. The Centre would also cater for those who were keen to become literate. It will also provide reading room facilities and later on a small library. The planning of the programme was based on a survey undertaken in the village and also on the basis of discussions with possible beneficiaries. The objective was to involve the beneficiaries in planning and implementing the programme.

Recently, the Indian Adult Education Association has taken

up an experimental project relating Adult Education with Population Education. The project has been started in Rewari (Haryana), Ajmer (Rajasthan) and Angul (Orissa). The objective is to establish that adult education when linked with population education, family welfare, health and nutrition on one hand and with income generating activities on the other, can effectively break the vicious circle of ignorance, over-population, unemployment and poverty. The main features of this project include considering the grass-root realities, to integrate adult literacy programmes with other programmes of socio-economic development such as health, nutrition, family planning, employment, etc., and to coordinate and cooperate with local official and non-official departments/organisations and institutions for synchronising of means and goals in the on-going developmental projects and integration of various education inputs in each. The starting point of the project is to be income and employment generating activities. It is expected that the beneficiaries of this integrated adult education programme will develop a rational attitude towards family size and perform the family, economic and civic roles more effectively within the larger context of the existing population problem. An attempt is being made to involve the beneficiaries in the planning and implementation of the field-level activities which is being based on grass-root realities. In the training of the field-level functionaries, this participatory nature of the programme is being emphasised.

Research in Adult Education has really come of age, largely due to the realisation about the importance and significance of accelerating social change and also due to the vast increase in the numbers of mature people engaged in self-initiated and self-directed learning. However, we have paid little attention to the learning needs of the poor, ill-educated and disprivileged. This has happened because adult educators are more involved in achieving social change than in the refinement of the modes of enquiry. We would prefer, "to organise research around what are considered urgent group, community or national educational problems, those that can be characterised as decision-oriented or policy research questions, rather than discipline-oriented or individual research question". Nevertheless, the paramount need today is to create a Research Bank in each country an

the Indian Adult Education Association must undertake the responsibility of setting up the Research Bank.

There is then the question of adult education being an in-built component of all developmental projects. Suppose a large industrial estate is to be set-up, about 1,500 unskilled labourers are to be engaged in the construction work and they and their families are illiterate. Another 150 workers who are traditionally skilled but unacquainted with modern techniques are to be engaged. For the setting up of the estate, the project authorities must engage architects, engineering consultancy firm, marketing experts, etc. These people will plan, design, and initiate the process of setting up the estate. Why should not some adult education expert be assigned the task (on contract, if necessary) of simultaneously working out the programme of education, specially to equip the unskilled and skilled workers with (i) a full understanding of the objects and features of the project, (ii) the basic skills of literacy related to the vocabulary and terms to be used in the project, (iii) the technical upgrading that can enable to improve their contribution and increase their income, and (iv) the ability to get acclimatized to the changed social environment of the estate and the colony ? The adult education consultant can also prepare educational plan for the population near the site of the estate, so that some of them could secure skilled or unskilled jobs in the industrial estate.

It is a common practice for project authorities to commission experts for providing technical designs and services. Isn't adult education an assential component of such projects of economic development ? If so, why should not consultancy service be organised by adult education agencies to provide this essential component ? We, adult educators, must design and assist in providing an essential input to specific projects of economic development in specific locations and among specific groups of people. This will give a new dimension to our work and enable us to play a practical but pivotal role in being partners in the progress of our country.

Workers' Education in India

—B.R. Virmani

Importance of Workers' Education in India

The educational pattern must be geared to the peculiarities of Indian labour movement. Some of the special features to be kept in view are:

1. Unstable trade union movement;
2. Vast unorganised sector;
3. Political and external trade union leadership;
4. Multiplicity of the unions;
5. Poor financial position of the unions;
6. Uneducated or semi-educated workforce;
7. Non-involvement of rank and file workers in day-to-day decision making process of the union or enterprise (leader-centred rather than member-centred unions);
8. Ineffective participative management based on Joint Committee and Councils;
9. Over population—surplus labour but shortages in skills;
10. Low productivity and bad industrial relations;
11. Over emphasis on legal machinery to resolve labour-management disputes;
12. Slow economic development; and
13. Multiplicity of regional languages.

Any system of workers' education must try to overcome some of these difficulties and problems.

Objectives of Workers' Education

1. to improve literacy and remove ignorance;
2. to make workers conscious of their role in development of the economy and country.

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3. to develop a democratic independent strong trade union movement devoted to workers cause, free from day-to-day political interventions;
4. to prepare workers to participate effectively in the decision making process of the enterprises;
5. to check abuse of power through workers' movement by employers, trade union leaders and Government functionaries;
6. to make them conscious of their rights as well as obligations to their fellow workers and the society as a whole; and
7. to change and broaden one's outlook on life.

Whose responsibility is Workers' Education

The primary responsibility is of the trade unions and employers. However, considering the present state of the union organisations and employers indifference, the government or some other independent body will have to take the lead.

The Present Structure of Workers' Education

1. A central government workers education cell with regional branches;
2. Adult literacy programme of the Government of India;
3. A few courses for trade union leaders organised by institutions like Administrative Staff College of India, Institutes for Continuing Education, etc.

The present schemes have not been very effective because of the following reasons:

(a) Inadequate efforts;
(b) Lack of trained professionals responsible for workers' education;
(c) Faulty selection of workers sent for training;
(d) Lack of appropriate training material for workers' education;
(e) Non-utilisation of trained personnel;
(f) Lack of special education programmes for rank and file workers;
(g) Lack of enthusiasm among top trade union leaders for workers' education or for themselves to attend training programmes;

(h) More emphasis by the government and employers on management training rather than on workers' training; and

(i) Lack of proper research efforts on topics relevant to workers.

Proposal for a New Scheme of Workers' Education

Creation of institutes for workers' education at national, regional and local levels. The main functions of these institutes will be as follows :

A. National Level

1. Organisation of national level training programmes for workers and top trade union leaders including training programmes for workers trainers.

2. It will have a full fledged research wing which will do research on issues connected with workers' education, and other matters related to workers in general, such as—

   (a) collection of cost of living index;
   (b) average pattern of working conditions and wages in different industries;
   (c) composition of workforce;
   (d) relations between development plans and labour;
   (e) workers' productivity;
   (f) participative management;
   (g) adult learning;
   (h) evaluation of training programmes; and
   (i) rationalisation and its impact, etc.

3. Develop a data bank and documentation centre on issues connected with labour like wage and fringe benefit patterns, industrial safety, labour disputes, incentives, work norms, cost of living index, etc. In addition, it will also do analysis of the economic data relevant to labour issues. This data be disseminated through regular publications or a journal.

4. Preparation and publication of a national level journal, books and pamphlets on different aspects of workers' education including training manuals, reading material and cases for various training programmes of national, regional and local level training centres.

B. Regional Level

1. Organisation of intermediate level training programmes for workers and trade union leaders in English as well as regional languages;
2. Research and data collection on regional issues of workers interest;
3. Publication of reading material and books etc. in different regional languages.

C. Local Level

1. Training programmes for rank and file workers;
2. Adult literacy classes to be conducted in the evenings or week ends;
3. Provide forum and reading material for discussion groups and study circles;
4. Cyclostyling and translation of material in local language;
5. Publication of local "News Letter" in local language giving day-to-day data of interest to workers;
6. Maintaining a library for workers.

Organisational Set up of the Proposed Institutes

A. National Level Institute

It will be fully autonomous institute free from day-to-day ministerial or government control. It should be managed by Board which may comprise of the following:

1. Minister for Labour, Education and if necessary Finance (or the respective Secretaries);
2. Three or four experts on adult and workers education drawn from academic institutions;

5. Employers nominee both from public and private sectors (e.g. chairman of Steel Authority of India, BHEL, FCI etc. and President of Employers Federations like FICCI);
4. Director of the National Institute;
5. Experienced trade unionists (not politicians) committed to the workers education.

The Board will have autonomous powers to lay down policies on the following aspects of the National Institute :

1. Kind of workers' education, research and publication activities to be carried out on a permanent and continuing basis;
2. Financial policy and control;
3. Appointment of the Director, Regional Directors and faculty for the National Institute;
4. Overall policy control over regional centres.

Director and Faculty :

Headed by a Director and have interdisciplinary faculty. The faculty may represent such fields as Finance, Economics, Industrial Engineering, Statistics, Management, Social Sciences and Ex-Trade Unionists interested in teaching and researeh career in the field of workers education.

B. Regional Level Institutes

There should be at least four regional institutes set up in four major regions i.e. South, North, East and West. In case, the regions are large than in certain regions there may be more than one institution. Alternatively, to start with there may be four regional institutes and later on there may be a regional institute in each large State of the country.

Regional Board :

1. There will be a Regional Board to manage the institute comprising of regional experts including academicians, nominees of State governments in the region, employers and the trade unions. The Regional Director of the Institute

will also be a member of the Board. The role of the Board will be to lay down broad policy guidelines about the institute, its courses, research and publication activities, and also exercise financial control of the Regional Institute within the overall guidance and policy framework of the national institute.

2. The Board will also have a say in the appointment of Regional Director and the Faculty for the Regional Institute.
3. The Board will be fully responsible for recruitment of the Education officers of the local level centres.

C. Local Level Centres

It may be made obligatory for large sized industries or group of industries in the area to maintain local level workers' education centres affiliated functionally to the Regional/National Institute. The expenses for such centres by the organisations be allowed as deducation for corporate tax purposes by the Government.

Education Officers

Each local centre will be headed by an Education Officer appointed by the Regional Institute. The Education Officer will have an Advisory Board comprised of the representative of the local industries, trade unions and academicians. Each local centre would have full time instructors as well as part time instructors depending upon the size of the centre. These instructors will be selected by the Education Officer and the Advisory Board and then trained in the training techniques by the Regional and National Institutes.

The local centres will function within the overall policy framework of the Regional Institute.

Terms and Conditions of the Staff

Directors, Regional Directors, Education Officers and core faculty of the Institutes should be appointed on permanent basis. They should be devoted to the cause of workers' education. Must have experience and training in teaching and/or industry

and research in related areas. Experienced trade unionists be also considered for faculty position. In no case these positions be given to fleeting deputationists from civil service unless they have shown demonstrated interest in this field and are willing to make a career in workers' education on a long term basis.

There should be a conscious programme of training and developing faculty of the proposed institute. There may also be part-time faculty for specified courses and research activities. Such part-time faculty must have relevant qualifications and experience.

One of the defects of the existing workers' education scheme has been that the salaries paid are low. Therefore, they either get low calibre staff or lower level deputationists from civil service who themselves rate there positions as low for their career progress. So far as other training institute like Institute of Labour, Institute of Continuing Education etc. are concerned, the faculty is more management education oriented because of the glamour and prospects of higher salaries in management education with the result that workers' education gets very low priority. Therefore, the salaries offered should be attractive enough to attract the best available talent in the country.

Education and Training Programmes

The local, regional and national institutes may offer the following training programmes :

Local Level :

1. Adult literacy classes during evenings and week-ends.
2. General Programme (Evening Programme spread over two weeks) for rank and file workers covering basic knowledge about labour movement; rights and obligations of workers and trade unions; basic economic principles, role of labour in economic development, labour laws, work motivation, participative management; social issues like family planning, thrift, savings, etc.
3. Specialised course for committee members and trade union leaders covering subjects like collective bargaining, participative management, company finances, productivity,

economics, wage systems, job evaluation, grievance handling. This should be full time one week to ten days course.

4. Specialised weekend or evening courses on functional subjects like Finance, Safety, Welfare, Wage Systems, Job Evaluation, Work Study, etc.

5. Organise STUDY CIRCLES based on small group activity of 10 to 12 persons who meet to pursue the common study of a predetermined subject or group of related subjects like participative management, role of works committee, financial aspects of the enterprise etc. Normally these will be for rank and file workers interested in the subject with a leader of the group from within.

The study circle will hold periodic evening or week end discussions in the local centre with the help of specified instructor from the centre. The centre will initially take lead in organising such study circles with the help of the local industries and the trade unions. The centre will also provide printed study material as well as educational aid. Special reading material will have to be designed for use in the Study Circles. It may be advisable that initially there be specialised training programmes for leaders of the study circles of 15 to 20 hours spread over evenings and week-ends. They may be trained in conducting meetings, preparing reports, instruction methods. etc.

The advantage of Study Circles is that it will be comparatively less expensive, spread over large number of rank and file workers. The potential participants for other higher level training programmes could be selected through study circles.

As far as possible, all the courses conducted by the local centres should be in the local language.

Regional Level Courses

1. Regional level general course of Intermediate level for trade union leaders and committee members covering subjects like labour movement, trade union administration, recruiting and maintaining trade union membership, office, administration, handling trade union correspondence, collective bargaining, grievance handling, leadership, productivity, personnel and

industrial relations policies, economics, job evaluation, wage systems, marketing aspects, wages, income and price policy, labour laws, industrial democracy, social security measures, government policy etc.

This will be full time two week course. Only those will be eligible for this course who have already attended full time course conducted by the local centre.

2. Modular courses on management techniques in which trade unions are involved i.e. work study, job evaluation, costing techniques, company accounting, productivity, bargaining, etc.

3. Courses for workers trainers and instructors working in the local centres including education officers.

4. Specialised courses on Labour Laws and on presenting members claims to labour courts and tribunals.

National Level Courses

1. Two week full time advance course for top trade union leaders who have already attended intermediate level courses of the Regional Centres. Subjects covered at regional level course could be incorporated in the national course but dealt at greater detail.

2. Advanced courses and seminars on functional subjects like economics, collective bargaining, as well as issues of national importance like national wage policy, labour laws, etc.

3. Conduct advanced courses for the trainers of regional Institutes as well as local centres.

4. Workshops on case development and development of teaching material is to be used for training programmes of the national, regional and local institutes.

5. Specialised courses for those involved in participative bodies like Employee Directors, members of the joint management councils and committees.

Correspondence Courses

National Institute may also develop correspondence courses for various categories of workers on general and functional

subjects of interest to workers, committee and council members and trade union leaders. Some of these courses should be in regional languages to be administered through regional institutes and local centres. These courses could be supplemented through period lectures arranged in the local centres.

Training for Participative Management

It has been accepted by the Government to introduce a comprehensive system of co-determination in Indian industries. Many research studies have indicated that there is a positive correlation between the level of education and participation in management activities.

It is suggested that a separate Cell on participative management be created within the overall guidance of National Institute. There may be a separate Director to head this Cell. The activities of this Cell on participative management could be divided into three parts :

(a) conducting of training programmes for various levels of employees right from the workers to the managers on participative management;
(b) rendering advice and consultancy to employee representatives on participative councils and committees on various aspects of employee participation in management;
(c) conducting research and compilation of data on the functioning and effectiveness of the workers' participation in management and publishing the same in various languages.

Financial Resources for Institutes and Training Programmes

1. Grant from the Central Government for the national institute and state governments for the regional institutes.

2. Local centres be financed by local industries.

3. Fee for the workers attending the courses to be paid by the employers and/or some subsidised fee by the trade unions nominating their leaders/members for the courses.

4. Government may consider, levying a cess on all Companies to contribute for workers' education institute and be a deductable expense for tax purpose.

5. Research and training grants from national and international bodies like Indian Council of Social Science Research, ILO, FES, Ford Foundation, etc.

Facilities and Incentives for Training

Need for a law making it obligatory for an organisations to release with full pay committee members, leaders of the recognised trade unions etc. for at least one to three weeks a year for training in any of the specified courses conducted by the Institute at national, regional or local levels. This period be treated as duty leave. All the travelling and incidental expenses be paid by the organisation.

Implementation Strategy

One of the basic objectives of workers' education is to prepare the rank and file workers to actively participate in the labour movement and ultimately take over the trade union leadership which at present is controlled by external political leadership. Therefore, the focus of education has to be on rank and file workers as well as lower level leadership of the unions.

Many of the rank and file workers have no knowledge about their rights and obligations under various labour laws as well as the collective agreements. Therefore, the rank and file training must concentrate on basic courses covering these aspects so that the workers themselves know what to do in case they have any grievances or problems. The rank and file workers are asked to participate in works and other joint committees, but they hardly make any meaningful contribution in these committees due to lack of knowledge. Therefore, there ought to be specialised courses which prepare workers for their role as committee members. The emphasis could be on labour laws, safety, productivity problems, company finances and economic aspects of the company.

The idea of study circle to be further strengthened. The existing central board for workers' education is making some effort in organising study circles but these have not been successful due to lack of interest on the part of workers as well as

inadequacy of the leaders to organise such study circles on specific topics and issues.

To sustain interest in the study circles, it is suggested that these study circles be not only for educational activities but also have some recreational activities like sports, games and drama competitions within study circles. As far as possible, all the workers be covered under the study circle scheme and these become basic units of workers education.

The initial focus should be to identify and train leaders of the study circles. The persons selected must have some school education, so that if necessary, they can even help in conducting adult literacy classes. Lot of initial help to study circles will have to be given by the instructors or Education Officers of the local centres in terms of providing physical facilities, reading material and some lectures on specialised topics to various study circles together.

One of the major problems in the present educational scheme in India is that the workers trained do not play any meaningful role in activities of their trade union or the organisation where they are working. One of the reasons is that the trade unions in India are highly centralised and centered, with the result that the workers do not identify themselves with the union to which they belong. Any democratisation process in the unions can come from within, when the rank and file membership become aware of their rights, objectives and obligations of the trade unions. Therefore, any further curriculum designed for rank and file workers must include training on the role of trade unions; how they should function; how they function and are organised in other countries, specially in West Germany, where trade union activities include all aspects of workers life. Literature on these aspects be published in various regional languages and be made freely available to the workers. This may make them conscious of the role of trade unions and prompt them to demand or give different direction to the labour movement.

Apart from the rank and file worker's training, there is need to train plant level trade union leaders on subjects related to management of trade unions, so that they themselves could

effectively deal with the employers rather then rely upon external political trade union leaders.

Conclusions

The suggested proposal on workers' education may appear comprehensive and of very advance level. However, we already have a Central Board for Workers' Education with regional branches. There is also an Institute on Workers' Education which is expected to conduct training programmes for teachers and trade union leaders. There is a separate institute of labour to conduct research. However, due to the reasons mentioned above, their impact has been marginal.

The suggestions given has brought all the fragmental bodies together to give a better focus to the workers' education. The workers' education in India has to be on step by step basis, starting right from adult literacy classes to an advance level training by passing through various stages of education. Any side stepping of a stage, limits the impact of training and reduces workers interest. A comprehensive scheme of workers education given above may ensure this. Moreover, the proposed scheme will be manned by professional experts rather than bureaucrats who have only limited interest in workers education.

One of the new focus suggested is the creation of local centres to be the hub of workers' training. These centres are expected to be neutral bodies free from employer and trade union politics, where all the workers, irrespective of their application could come. These centres will not only provide education but would become centres of cultural, recreational and sport activities, so that they could sustain their interest in the centres on long term basis.

In India, there is already a tradition of tripartism in the labour management relations. An autonomous board comprising of Government, employers and trade unions along with the academicians could be the logical set up at this stage to manage the proposed institute. It is expected that the Director of the Institute would be academician acquainted with the problems of adult education and training.

One of the focus suggested is research and publication activities in all the languages, which has been rather a weak point of the present scheme. It is hoped that creation of a separate research Cell will enhance the efforts in this area.

It is recommended that a committee at national level be constituted to go into detail of the proposed scheme and its implementation strategy.

Training Methodology

—K. Sivadasan Pillai

Research in adult education is still at its infancy in India. As a discipline it has yet to emerge in many Indian Universities, though 60 Universities have involved themselves in the National Adult Education Programme (NAEP) organising about 6860 adult education centres. Adult, Continuing and Extension education departments or centres are functioning in many Universities but they do not lay much stress on researches in adult and continuing education, as part of their Ph.D., M.Ed. and M.A.(Ed.) programmes. M.A. (Adult education or Andregogy) courses have as a part of the certification requirements, a report on field work or dissertation but it is only three years since the course was first instituted in the Madras University. A recent survey has concluded that there are only about 20 Ph.D. theses on adult education topics. Studies at M.Ed. level have yet to be identified and abstracted.

A training course urgently needed

Like the ICSSR course on 'social science research methodology', there is need to organise training programmes for equipping researchers. Two kinds of courses may be developed. One leading to sophisticated, degree-oriented researches and the other meant for field workers and functionaries of adult/continuing, non-formal education.

Recognise more Centres of research

Apart from the University Departments of Education, Psychology, Sociology, Economics, Demography, Linguistics, Malayalam etc., Departments or Centres of Adult, Continuing, Extension, Non-formal education have also to be recognised as centres of research where both academic and prefessional

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research can take place. The State Resource Centres and competent voluntary agencies having necessary expertise, personnel and facilities may also be recognised as field centres for research work. Provision should be made at the stage level for supporting individual and institutional researches on adult education financially and technically. The rigidities of the formal system of education have to be minimised and maximum flexibility ensured for promoting research.

The training—to organise

The training may be for 4 or 5 weeks with emphasis on theoretical and practical aspects. If the same is arranged at the stage level, use of mother tongue as medium of instruction may be preferred especially if practitioners who do not possess Degree are also involved. Diverse modern techniques of training have to be used. The trainers properly selected, need some orientation as to the objectives of the training programme, the trainers selected, possible avenues and types of research designs needed. The Course (Training) Director should arrange a seminar or discussion with all the resource persons to be involved in the training programme for evolving the *Modus operandi*. The venue, physical arrangements, facilities for reference material, field work, tabulation and analysis etc. have to be fixed up. Discussion points of lectures should be prepared sufficiently early along with a reference list. If possible, they may be made available to the selected participants so that they come prepared for discussions and are aware of their role in the training process.

Contents of the course

The concept of adult education with all its modern trends and implications has to be discussed elaborately. Different shades of meaning in developed and developing countries need clarification. This is inevitable for the researcher to do justice to his topic. Concepts like non-formal education, life long education, continuing education, own-time education, correspondence education, confluent education, open university, etc. need clear understanding. The techniques of adult education with special reference to motivation, programme planning, implementation, teaching,

testing, follow up etc. have to be discussed and reinforced if necessary. The aims and objectives of adult education, social education, functional literacy, non-formal education, national adult education programme, rural functional literacy programme etc. need analysis and clear understanding. The teaching-learning materials, communication techniques, mass media, folk lore, etc. as well as resource mobilisation form another set of needed topics. These form one part of the research methodology course and can be designated as the foundation or basic course.

Type of reseach needed

While dealing with all these aspects, it should be borne in mind that the findings of any piece of research depend mainly on the reliability and validity of the data collected; i.e. on the tools prepared, and its administration and collection of data. '*Armchair research*' is not at all advisable in adult education except in the case of some piece of historical research. '*Participatory research*' on current and life-oriented problems is what is needed.

In the case of practioners and field functionaries, '*action researches*' are more desirable as they have local and immediate application. This can be on the utility of teaching-learning materials, adequacy of teaching techniques, reading interests of neoliterates, motivational factors, attitudinal and behavioural changes among adult learners, suitability of neoliterate literature, reasons for dropping out, barriers in learning, resources available, influence of folk arts ond cultural programmes, power of retention among adults, etc. Simple but real problems need immediate investigation at the local level. Researches at the project level, Block Level, etc. may also be attempted. Action researches do not require much time and finance but their findings help in the immediate solution of problems leading to proper monitoring.

Researches of an applied nature are more important and long standing. They provide findings which are transferable and are of utility or value. Effectiveness of different techniques of teaching adults, improvisation methods in using local materials in the preparation of teaching aids, criteria in the preparation of neoliterate literature, etc. are examples in point. '*Fundamental*

researches' require concerted efforts of one or more individuals with perserverence and dedication and can even change the entire field of adult education. Some aspects can be philosophy of adult education, development of newer concepts in adult education, comparative studies on strategies and impact of the programme on people, socio-cultural deprivation consequent on illiteracy etc. The spread of adult education based on the cultural background of different countries easily forms a topic of study under fundamental research. These are also necessary.

The spread of scientific and technological advancement among the laymen and especially the rural folk is a part of adult education. It can be termed as extension education. This is surely possible and research is needed as to the best possible media and how best to establish linkages between formal and non-formal education. Even the faculty of science can be involved in this programme.

Linkages with Development Agencies

—C.N.V. Subba Reddy

"Can literacy help us live a little better ?"
"Will it help us to raise the yield and increase income ?"
"How is literacy going to help us ?"
"How is it going to liberate us from poverty and social discrimination ?"

These are some of the questions posed by a good number of adult learners who are asked to attend the Adult Education Centres in rural/tribal areas and also the slums in cities. They are labourers, farm workers, rickshaw pullers, housemaids, coolies and errand runners who work from down to dusk and are inclined to go to bed soon after returning from their drudge in the evening. The questions posed by them are sensible in that they expect their participation to yield some quick results such as an increase in their income, improvement in their status in society or find solutions to their felt needs in day-to-day life.

The adult education programme, in order to be relevant, should improve the functionality of participants besides creating an awareness of the environment in which they live in alongside promoting literacy. The Adult Education Programme aims at promoting literacy, developing awareness of sources provided by Government and other agencies for self improvement, development and increasing functionality in their respective occupations/ vocations.

An organiser/instructor has to provide answers to these questions if he is to motivate the people and ensure their participation. The programme of Adult Education has thus to be a programme to upgrade knowledge, functionality and literacy skills of the participants. The planning process of the programme should link literacy with development. Without

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integrating the programme of adult education effectively with the plans of economic development, it may not be easy to fulfil the objective of removing poverty.

The programme of Adult Education, being an integral part of rural development, should obtain data pertaining to the felt needs, problems and priorities of the poor who form the bulk of the population. The success lies in the choice of activities which result in immediate and concrete gains to the participants.

Keeping in view this integrated view of development Co-ordinating Agencies have been constituted at all levels to integrate literacy with development. We thus have the State Board of Adult Education at the State Level, District Board of Adult Education at District Level, Block Board of Adult Education at the Block Level and Village Board of Adult Education at the Village level, to promote Adult Education by involving officials, non-officials, Voluntary Agencies, MLAs, MLCs and Youth Clubs.

The experts belonging to various development departments, such as Agriculture, Animal Husbandry, Health and Hygiene, Co-operation, Credit agencies, Marketing agencies, Banks, Publicity Departments, etc., have been involved at all levels i.e., in the training of organisers/instructors, and at the Adult Education Centre level to provide knowledge and information besides designing and initiating a new kind of integrated community development effort which seeks to fulfil the basic needs of the rural poor.

Steps also need to be taken to produce teaching material which are easily readable, understandable and usable. These need to be prepared through co-ordinated efforts, focussed on specific groups with homogeneous socio-economic background, interest and aspirations. The materials need to provide learners an opportunity to determine the topics of interest with locally available resources.

The training process has to acquaint the functionaries with the basic knowledge and skills required in imparting literacy skills, motivating potential learners and creating awareness in them regarding various development programmes and agencies.

It is our experience that the literacy programme linked with development has a considerable impact on the targetted group

in as much as it not only ensures active participation but is also manifest in their attitudinal changes in the domain of functionality and awareness.

Research in adult education thus needs to develop insights dealing with, among other issues, the manner in which functionality can identify an increasing role for literacy skills. This may require preparation of needs, profiles of different groups of learners and the identification of an hierarchy within the prepared need profiles. The second major concern of research in adult education in this perspective should deal with formulation of various models through linkages between adult education and development activities. Such models should clearly specify the exact role of adult education functionaries in development activities—both in controlling and supportive frameworks. Should these linkages be established at the administrative level by setting up appropriate committees ? Or, should the process of social development planning at all functionary levels take such an orientation. Training methodologies—in terms of their content, duration and techniques—would thus emerge as the third major concern of research in adult education.

The questions posed at the beginning of this paper need to viewed in terms of the immediately operational nature of research in adult education. Alongside conceptual studies, there is need for short-term problem-specific studies in adult education.

Evaluation Search and Research in Adult Education : Some Process Reflections

—T.V. Rao
R. Harihar

To evaluate means to find or discover the 'value' of an object, person or phenomenon. Two contrasting orientations can be adopted in evaluations: Search and Research-orientation. Search involves an attempt at discovering the intrinsic values of the subject; this is a learner's approach as it attempts to find out what the subject contains or represents. Research uses a judgement approach where an expert attempts to test the various dimensions of the subject on some cirteria developed *a priori*. Both these approaches can be considered as two ends of a continuum and most evaluation studies fall closer to one end or the other.

The research approach to evaluation may take several forms. Bhola (1979) has summarised several evaluation models that use such an approach. All the methods in which experts are involved in evaluating programmes either against certain criteria or against goals for which the programmes were designed fall in this category. Such evaluations use methods to find out the differences between the actual performance and either the intended performance or a standard performance for which some criteria are used. Statistical and other sophisticated methods are used to measure these discrepancies. Sophisticated methodologies are being evolved to understand the nature of programmes, evaluate them and make suggestions for their improvement. Bhola (1979) mentions the model developed by Provus, called discrepancy evaluation model, which attempts to find out discrepancy between expectation and performance of a programme. Evaluation is to be conducted by a team of

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evaluators who agree on expected standards. Information is collected to find out how much discrepancy exists in five areas—the design of the programme, its installation, the process used to implement it, its product and its cost. Discrepancy model claims to provide continuous feedback and claims to have close relationship between evaluation and the decisions made by people in the programme.

Bhola also mentions the model by Scriven. Scriven makes an interesting distinction between formative and summative evaluation, Summative evaluation is for those who would use the results of evaluation. Scriven also has proposed "goal-free" evaluation, that may not necessarily be done against the goals of a programme. When the goals of the programmes are taken into consideration then we look at the intended effectives. Scriven suggests that instead of evaluating a programme in terms of intended effects it may be evaluated in terms of its actual effect, whether they are intended or not.

Scriven's model suggests the possibility of evaluating the programme as an experience. Certainly a programme has some goals, but the suggestion that the programme may be studied as it actually operates and the effects it produces, considers the programme in its own right. The purpose of evaluation of a programme, then, is to learn about it. Scriven's suggestion of formative is quite interesting. Formative evaluation is primarily meant for the implementors. Scriven recommends a holistic approach to evaluation. Formative evaluation is intended to evaluate the process involved in forming the programme—organisational strategies, curriculum development, instructional material, motivational technique, etc.

Rippey (1973) has suggested a method called transactional evaluation. Transactional evaluation studies the change mechanisms themselves, it examines their roles, the systems in which they work and other aspects. Bhola (1979) has quoted Rippey to show the difference between transactional evaluation and formative evaluation.

> "A comparison with traditional summative and formative evaluations shows that the target of evaluation is different : the subject of evaluation is the system, not the client or the

services rendered by the system. The variables relate to the social, psychological and communication aspects of the system, rather than to the manifest objectives. The information is continuously fed back into the system. The evaluator himself is more a part of the operating system. The conventional considerations of reliability, validity and objectivity are less important than those of timeliness, relevance and the observable effects of generating evaluation information. Primarily, evaluation is intended to transform the conflict energy of change into productive activity; to clarify the roles of those persons involved in the programme changes, not to produce new knowledge or ascribe casuality."

Parlette and Hamilton (1972) have suggested an approach which comes very close to the learning approach. In fact, they call it evaluation and illumination. According to them when a change is introduced in a system, it becomes a living system; the change introduced cannot be separated from the environment. This is an approach rather than a method of evaluation. Such evaluation takes place in three stages—observation of the environment, selection of a theme for intensive study, analyse and explanation.

Pareek and Rao (1981) described a "process search" approach to evaluation. In this approach, the main role of the evaluator is that of a learner. Evaluation is to be used as feedback by those who are involved in the programme. The focus of evaluation is to help both the evaluator and those involved in managing/conducting the programme. The following dimensions are used as criteria in evaluating the social programmes undertaken by voluntary agencies.

1. Concern for the underprivileged,
2. Concern for education—increasing insights of people through a conscious effort,
3. Partnership of the client,
4. Self-sustaining character of the programme,
5. Linkage with other aspects of life and developmental dimensions,
6. Replicability of the programme or effort,

7. Extent of contribution to self-sufficiency, and
8. Development of institutions.

Methodological Approach

Since the focus of evaluation proposed above is learning about the process of action, a number of aspects should be covered. The first and foremost deserving attention is the philosophy or the ideology behind the project. This may include the main thrust of the project, what it aims to achieve. whom it wants to benefit, who are the initiators and catalysts. Understanding the initiators of the project, their background, the reasons for their choice of the activities, their ideological learnings, etc. can tell us a lot about the philosophy behind the project. An examination of the original documents relating to the agency and its activities, interviews with the initiators, founder members, board of management, and the contemporaries of the founder members, etc. can help in understanding the project ideology. Activities and stated objectives are two important sources of learning on this dimension.

The structure of the organization, the various roles, role relationships, constitution, division of tasks, scope of flexibility, self-renewing mechanisms, etc. can tell us a lot about the structural and design aspects of the innovation. A study of these aspects would help in understanding the organisational structures and mechanisms which facilitate educational innovations and those aspects of structure that may create problems for effective management of the innovation. The organisational structure may also reflect the philosophy of the project and may in turn influence various processes in the system. Detailed probe into these aspects by interviewing various functionaries in the project would help in learning about the structural aspects. In such an investigation it is useful to focus while talking to each functionary on his perceptions of his role in the context of the total organization, his perception of other roles, his statement of organisational norms and culture, opportunities he perceives for his own learning, functional and dysfunctional aspects of the existing structure, etc.

In order to understand the phases of development of the project, programme or the institution one may enquire how

each phase led to the next phase, what factors influenced the various phases, how and why the objectives and focus were changed if they were changed. Information on this can be provided by those who have been with the project from the initial stages. Special efforts need to be spent on understanding the extent to which mechanisms of self-renewal are present and how they influenced the various phases of development of the projects.

Lastly, a complete understanding of all the activities, the links between various activities, the educational content of the main programme, the results and achievements of the programme measured in terms of economic benefits to the clients or acquisition of knowledge or skills, or employment generation etc. will provide an opportunity to learn about how the strategy used by the organisation paid off.

Two important methodologies may help in making evaluation as a learning experience. The evaluators may get a great deal of insight if they stay in the place of action for some time, and learn through living the action and change. This methodology may be called "experiencing-observing" methodology. The evaluators have to experience the change as well as have to maintain their objectivity by making observations and remaining outsider in this sense. The second methodology is that of interacting with the beneficiary groups—the members of the community. Such interaction may involve interviewing, exploring in depth some dimensions, group discussions, observations to pick up some significant indicators. Pareek and Rao suggest the term "interacting interviewing" for this methodological package. The main focus of such a methodology is flexible interviewing in the light of interacting process with the main persons in charge—the members of the "target" groups'. Using this methodology Pareek and Rao presented case studies of five different agencies involved in social action. All the agencies they studied are involved in education directly or indirectly.

With this background let us now look at some of the experiences involved in evaluating the National Adult Education Programmes.

After the NAEP was launched in October 1978, the Ministry of Education decided to entrust the task of evaluating the

implementation of the Adult Education Programmes in different States to different National Institutions situated in Proximity. The Ministry of Education deliberately kept the terms of reference broad and wanted the evaluating agencies to evolve their own methodologies. However, the Ministry wanted certain minimum information to be collected. This information included mainly statistical information like the number of centres functioning, the attendance patterns, dropout rates, whether the money is being used for the purposes it was sanctioned, whether the instructors are being trained etc. while the Ministry wanted to ascertain the effective implementation of the programme and the proper use of funds. The evaluating institutions were given the freedom to do "Evaluation Search" or "Process Evaluation" rather than mere research. Such process evaluation orientation teams working at the Indian Institute of Management at Ahmedabad undertook the responsibility of evaluating NAEP in Rajasthan. We are presenting below a survey of the two evaluation studies.

First Appraisal

The first study was taken up by Professors Rao, Bhatt and Rama Rao (1980). It limited itself to the work of seven voluntary agencies in Rajasthan which functioned during 1978-79. The authors believed that the methodology for studies of this nature needs to be evolved on the basis of experiences of several institutions involved in appraisal studies. They also felt a need to emphasize in the methodology, techniques appraising the 'process' aspects of the study and exploring ways of improving the programme at all levels of functioning.

Methodology

A 10 percent random sample of the centres was chosen from the universe. For each agency, one centre named as the best and another the poorest by the concerned agency, were included in the sample. The research investigators visited agency headquarters on an unscheduled day, randomly chose the centres to be visited and completed investigation at all those centres to be visited and completed investigation at all those centres on the same day. This ensured the element of suprise during the investigation. In all 125 centres were visited, 119 instructors, 458

learners, 139 dropouts, 348 village elite and 223 potential learners were interviewed. Ten different questionnaires and schedules were prepared to collect data for the study.

Main Findings

The adult education centres (AECs) had become centres for teaching literacy. The need to learn reading and writing had motivated a large percentage of learners to join the AECs. An informal literacy test conducted by the investigators showed that a very high percentage had become literate considering that the average attendance of adults per centre was 18. About 50-60 percent of the centres were dominated by learners from low income and low caste groups.

The distance of the centres from the homes, pre-occupation with work during the daytime, inadequate facilities at the centre and non-suitability of time for classes were some of the major problems faced by the learners in coming to the centres.

The instructor was found to be the most critical element of the programme. In terms of their selection, a substantially high percentage were contacted by the agencies and/or were selected by the village elite. Involvement of the villagers in the selection of the instructors appeared to be uniformly low in all the agencies. Very few instructors mentioned the use of AECs in relation to functional knowledge and social awareness. This indicates that they had either not been able to see the relevance or had not acquired the competence to deal with these two components of the programme. Suggestions by instructor for improvement include provision of better facilities and better educational materials at the centre.

A large percentage of the learners dropped out by the end of the second month. The main reasons for discontinuance were migration, occupational pressures and illness. The village elite were positively inclined towards AECs and thought they were useful. The study also provides a critical assessment of the monitoring and information system for NAEP, functioning of the SRC and the role of the State government.

Recommendations

The evaluators strongly felt that qualitative aspects of the programme should be stressed rather than emphasising figures and targets. The need for follow-up programmes in the form of dialogue and action was highlighted. It was recommended that concerted efforts should be made to set up experimental centres to try out different strategies. Inter-agency communication of results of such experiments would facilitate learning from varied experiences. The possibility of trying out specialists and agriculture students as instructors was cited. The need to provide instructors more comprehensive and longer training camps and the utility of innovative instructors at these was pointed out. The study also observed that the functionality and social awareness components of the programme need to be strengthened and recommended that the media such as Radio, TV and films need to be used in a more concerned manner.

Issues and Conclusion

Apart from this the study showed that as far as the seven agencies were concerned, the average output justified the financial inputs and even outweighed the inputs due to the high level of commitment shown by the agencies.

The Second Appraisal

In November-December 1979, Pestonjee, Laharia, and Dixit (1981) started on the second appraisal of NAEP in Rajasthan. This study covered the work of fifty voluntary agencies not included in the first appraisal. This report also focussed on the activities and performance of adult education centres and voluntary agencies.

Methodology

The methodology adopted for this study does not differ greatly from the first one. Since a much large area needed coverage in the second study, the twenty districts were divided into four working zones. A 10 percent sample of AECs was randomly chosen for each agency. In each centre five learners, four potential learners, three dropouts, three village elite and one instructor were

interviewed (chosen by incidental sampling). Efforts were made to contact all the concerned District Adult Education Officers but a few could not be met. The rest of the sampling procedure was the same as in the first study. Nine different schedules were used to collect data from different respondents.

This study was based on an appraisal of 186 centres, 768 present learners, 321 dropouts, 464 potential learners, 555 village elite, 184 instructors, 53 supervisers and 15 District Adult Education Officers.

Main findings

A large majority of the learners had agriculture as their main occupation. They came to the AECs to learn reading, writing and maintaining accounts. The male learners, however, desired more information on Agriculture, Animal Husbandry, Health and Hygiene, Banking, and Panchayats. Women learners desired classes in sewing, knitting, home management, child care, health, hygiene and agriculture. Lack of proper arrangement for seating, lighting and drinking water were the main problems. Apart from resolving these problems, suggestions for improvement included provision of facilities for recreational actvities, teaching on functional aspects and more teaching-learning materials.

The maximum dropouts were in the age group of 15-20. They belonged mostly to the higher castes and were agriculturists. Fatigue after a hard day's work, famiiy and/or occupational pressure and migration to neighbouring villages for jobs caused males to dropout while females quit because of marriage, domestic work and fatigue.

Coming to the potential learners, most of them willing to join classes. Their reasons for staying away were similar to the reasons indicated for dropping out. The village elite were aware of the AECs being run in their village and had a favourable ttitude towards it.

The instructors were dissatisfied with their present rate of honorarium. They also wanted longer periods of training of a practical nature. Besides proper facilities for lighting, seating, drinking water, recreational activities, and more honorarium they also suggested that teaching-learning material should be

supplied on time and the best AEC of the agency should be given an award.

Supervisors cited lack of conveyance, inadequate travelling allowance and problem of safety/security at night as the main problems faced in supervision work. Non-availability of kerosene-oil, lack of seating arrangements and recreational facilities impeded the progress of AECs.

Recommendations

The study emphasised the critical role of the instructor and suggested that he should have better training. It was felt that he should be at least matriculate. The authors highlighted the need to constitute or revitalise the District Adult Education Advisory Committee. Involvement of the NAEP functionaries needed to be encouraged by instituting rewards at various levels. Corrective measures needed to be taken to ensure adequate emphasis on 'functionality' and 'awareness' components of the programme. Last but not the least, the follow-up programme needed to be taken up immediately.

Looking Ahead

The experience of conducting two studies has provided us with a better understanding of the programme, its client group and new areas of research. It is not a programme to be evaluated on the basis of target-achievements, figures and statistics. Research in NAEP therefore needs to emphasize the qualitative aspects of the programme. It must describe the impact of the programme on its client group in terms of their behaviour, attitudes, motivation and awareness. The study must also be able to suggest a curriculum for the forthcoming programmes according to its findings about the needs of the client group.

The success of a social development programme like the NAEP depends largely on cooperation received from the community members, government development agencies already working in the villages and a strategy for coordinated work developed at the State and Central level. The present instructor who performs a pivotal role in the programme is qualified only upto middle school. In dealing with functionality and awareness, both of which contain numerous specialised topics, he needs the

help and support of the concerned government departments. Research into NAEP must focus on helping to cite the potentials, possibilities and areas where coordination and cooperation can be developed. It should look into the manpower available with different departments, the amount of time they can spare, and their awareness and interest about NAEP.

Women have not been given their due importance in all these studies so far. Research must be carried out into their problems, needs and aspirations. The possibility of developing an integrated curriculum covering aspects of family and home care, awareness and functionality should be explored.

Comments on Methodology

A mere evaluation of how well the adult education centres are being run will have very limited value for the programme. Instead of evaluation or appraisal there should be a continuous diagnosis of the programme in each State or district. This diagnosis should aim at finding out not merely the existing state of affairs in terms of how well the programme is going on but also in terms of :

(a) identifying opportunities for starting new programmes;

(b) identifying and exploring new methods of implementing the existing programmes;

(c) identifying new target sets of audience to be included;

(d) formulating the subject matter that should be taught and used in the AECs for different groups;

(e) identifying agencies that should participate in this programme;

(f) identifying and helping the implementing agencies in developing links with the national education system; and

(g) working out other mechanisms for ensuring the achievement of policy objectives through experimentation and exchange.

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Adult Education in Rural Development

A Study of the Process of Implementation of National Adult Education Programme

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With the implementation of the National Adult Education Programme in 1977, a large number of studies were undertaken mostly of an evaluative nature to examine the various processes involved in its implementation like selection of the beneficiaries, instructors, training of functionaries, facilities in the adult education centre, reactions of the learners, potential learners and dropouts and also the attitudes of the official functionaries connected with the programme. The findings of the evaluation studies are, by and large, similar in nature most pointing out the limitations in the implementation of the programme. They centre on the inadequacies of the adult education centre, the training provided to the instructors, the administrative support at the base level and the unfavourable attitude of the dropouts and also the learners influenced by their own perceptions.

The present study is also an attempt at the micro-level, more to examine, the administrative structure for implementation of adult education programme in a development block, in order to identify the interactions between adult education and rural development set-ups. It is also believed that a large input, particularly in the components of awareness and functionality, is required from the development departments concerned with the implementation of various programmes for the economic and social betterment of the weaker sections of the people who are again the targets of the adult education centres. It was also be of interest to find out the opinons of the learners, potential learners and dropouts and also the leaders and officials in regard to their

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perceptions and attitudes to this programme in the context of various subsidy-associated programmes being implemented for rural development. Therefore, a small scale study on the implementation of NAEP was undertaken with the following specific objectives:

i) to examine the existing inter-relationship between programmes of adult education and rural development in terms of the extent of involvement of functionaries at district, block and below levels;

ii) to explore the factors that promote motivation of learners and functionaries of Adult Education at various levels; and

iii) to explore the methods of improving the functioning of the programme as a major component of rural development.

The study was undertaken in six villages of Bhor Block of Pune district of Maharashtra State. The emphasis of the study was on Adult Education Centres and their environs. The sample consisted of 60 each of learners and potential learners and 30 each of dropouts and leaders. Interviews were also held with the Adult Education Functionaries, Additional Director of Adult Education, District Adult Education Officer, Project Officer, Supervisor, Instructor and also the Project Coordinator of the State Resource Centre. Some of the development functionaries including the Zila Parishad Chairman, Chief Executive Officer, Block Development Officer, Project Officer, IRDP were also interviewed using unstructured interview guides. In addition, secondary data were also collected in regard to organisational arrangements for adult education and development programmes. Based on the general trends of the data, the following conclusions and observations are made.

There was not much of a variation between the recommended administrative set-up for adult education and that in operation in Maharashtra State. It was observed that Adult Education has been given the secondary position in the Department of Education itself and almost all officials at different levels in the formal department of education were vested with more powers and facilities than those in Adult Education. The

officials in the formal education set up believed that Adult Education is not their concern at all.

An examination of the existing administrative arrangement revealed that there are three hierarchical structures for implementing programme, namely development, education and adult education. In the context of adult education serving a facilitative function in the implementation of development programmes and in view of the existence of a well-organised Panchayatiraj system in Maharashtra State, it was felt that adult education can be merged with the education programme managed by the Zila Parishad and the responsibility for the implementation of this programme can be given to Zila Parishad in order to ensure better coordinative relationship between development programmes and Adult Education. This would also save appointing staff at higher levels for Adult Education whereby there could be a reinforcement of capable and efficient staff at the block and village (centre) levels. This would not only ensure the integration of adult education with rural development programme but also the participation of the development functionaries in the implementation of this programme.

The involvement of the development functionaries or agencies in the implementation of the Adult Education Programme was negligible. It was also observed that right from the Block Development Officer to the Gram Sevak, they were neither properly oriented about Adult Education Programme vis-a-vis development schemes nor were the functionaries in Adult Education Programme given an understanding of the development schemes. It is felt that adult education functionaries should be exposed to the various development programmes currently in operation in the block and likewise the development functionaries should be given an orientation in adult education, in terms of its objectives and scope. The exposure of Adult Education Functionaries to development programmes should be continuous as they need to be apprised of whatever changes that are made in the programme from time to time.

In this context, the nature and frequency of training need to be increased and the content of the training programme for the functionaries should be based on an assessment of their knowledge gaps experienced in the implementation of the

programme. There is no point in providing a training programme with a pre-determined content as the problems experienced by the supervisors and instructors should constitute the content for the training programme, in addition to whatever new information has to be disseminated to learners at different points of time.

The duration of the training was also found to be inadequate judged from the point of view of the nature of the instructors and their experience. In case it is difficult to get these instructors for training of a longer duration as indicated by the key functionaries of Adult Education, the training period can be split into two or three convenient units spread over a period of one to one and a half months by which time a particular programme should be completed. It is also desired that no programme should be initiated unless the concerned instructors are trained for implementing this programme, as otherwise as the saying goes 'habits die hard' and therefore, whatever way in which the instructors initiated the programme will get sustained regardless of the training that was accorded to them subsequently.

The State Resource Centre did not undertake any field survey to identify the learners' needs to develop the required learning and teaching material. The learning and teaching material were, by and large, oriented to literacy and functionality components and not enough material on awareness were available.

Generally, it was found that the Adult Education Programme has placed too much of an emphasis on the literacy component. It was also found that the learning material to which they are exposed, to a large extent, alien to them in terms of its immediate relationship to the happenings in their environment. In this context, it was thought worthwhile, to undertake a survey of the need areas in which information and skills have to be imparted so that the learning situations can be meaningfully developed and linked up with their day to day needs.

Studies on learning have demonstrated that the meaningfulness of the material by itself will not only facilitate better retentive process but may also have an in-built motivation. Therefore, in order to make the materials meaningful, an assess-

ment of their needs was considered necessary. Similarly to develop material for functionality and awareness, an attempt may have to be made to understand the various types of programmes which are conceived and implemented for the development of people, economic as well as social and information on these should constitute the learning material on these components.

In general, the interview with the adult education officials revealed that all of them maintained a positive attitude towards the programme. However, it was felt that their knowledge of Adult Education and relevant development programmes may have to be improved upon through frequent exposure to training programmes where Adult Education has a greater emphasis.

As for the problem of supervisors, most of them are graduates but did not have enough knowledge about the village set-up and hence they also treat this Adult Education Programme as an arrangement for securing a better job. It was also felt that the limited TA and DA of the supervisors to the extent of Rs. 60/-p.m. does not help them to keep themselves mobile and therefore are reluctant to undertake field visits as frequently as expected.

It was found that some Instructors are reluctant to go for training leaving their home and work. Therefore, the major problems experienced were in terms of finding suitable persons and keeping them on the job for a longer duration and ensuring their participation in the training programme. It was observed that most of the Instructors belonged to high caste. Generally, the instructors were found to have inadequate orientation and attitude for managing the programme. However, they suggested that frequent exposure to new areas of information, specially, in awareness and functionality components need to be provided to enliven their knowledge.

It has been observed that supervisors and instructors are the key personnel for the success of the adult education programme. Therefore, it is but natural to take precaution in regard to selection, training and opportunities for their self-development in order to enliven the programme and also to sustain their interest. As at present, the type of support given to them for sustaining their interest is limited with the result that those who are

qualified treat this opportunity as a stop-gap arrangement which not only disrupts the continuity of the programme but also the training given to them ultimately result in wastage. Since the programme is likely to be continued in whatever form, it is required to sustain a large percentage of these supervisors and instructors in the programme by creating enough opportunities for their job satisfaction and development.

It was found that the involvement of the local leaders in the implementation of Adult Education Programme is restricted to providing accommodation for the Adult Education Centres and persuading the learners to attend the centre. It was felt that these leaders should also be exposed to information like need for Adult Education and also other development schemes, so that as agents of influence in the village, they would be able to create a better atmosphere not only to implement but also to sustain the programme. They were of the opinion that as Adult Education Programme is a non-economic programme, it is very difficult to attract the people and suggested that this programme should be linked with some economic programmes.

One of the reasons for lack of participation of local leaders could be the non-involvement of the various rural organisations including the well organised panchayatiraj system in the state. Therefore, as suggested earlier, in case adult education programme can become part of the functioning of development programmes under the Zila Parishad, then the lower tiers of the organisation may automatically get involved and the supervision and maintenance of the programme will be the responsibility of the concerned local organisation and its leadership. It was also opined by some that the adult education programme should have more identification with development programmes rather than with education programme in order to project its function as a facilitator of the development programmes. Quite a few of the leaders were of the view that the adult education programme in the way it is implemented may not meet with success as it should be a programme for the people and hence the people's institutions should have a greater role to play without any interference from intermediaries in between. In this context it would be worthwhile experimenting with decentralisation of this programme to panchayatiraj which has

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been functioning effectively in the study state. It was also found that unless the leadership has a better perception, appreciation and involvement in the programme particularly when it has not direct economic benefit, the involvement of the local organisations becomes difficult.

The learners in the Adult Education Centre maintained a favourable opinion about the Adult Education Programme. Their perception is however, limited to literacy, skills and to some extent, on functionality and not on awareness component of National Adult Education Programme. It was felt that economic programmes should be linked up with the Adult Education Centre and make the centre as a Kisan Centre to give them information about various schemes and loans. The learners may be given priority as beneficiaries for any special programme intended for them. They suggested that the adult education centre should become a centre of vocational training for some skill development and also a centre for operating all agricultural and allied programmes in terms of inputs, knowledge and relevant technical support.

The interview with the potential learners also revealed that they have also a positive attitude to the adult education but they look for programmes in Adult Education Centres which will give them economic benefits or help them to develop skills in certain trades in order to facilitate their employment. Based on this opinion, perhaps one can say that there are greater chances of potential learners enrolling in the centre in case their participation is facilitated by instituting programmes in the centre which are perceived to be beneficial in terms of its relationship to their present avocation or in developing new avocations or opening up avenues for earning better income. In this context, one may perhaps suggest that the programmes of TRYSEM and the Training connected with it can be undertaken in the Adult Education Centre atleast to such of the learners who have potentiality to benefit from such training.

The dropouts expressed the reasons for their withdrawal as they were either busy with their work, or had family problems. However, the dropouts did not have a clear perception about the benefits of the programme but most of them expressed their willingness to join if financial incentives are offered.

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The reasons given by the dropouts are mostly personal and familiar in nature which cannot be taken as a real reason at face value, but may be a rationalisation of their indifferent attitude to learning which is found to have no immediate benefit either economic or social. In this context, it is suggested that the Adult Education Centre should have a larger connotation functionally and cover not only all the development programmes, supply of inputs including credit, for identification of the beneficiaries for any programme, in improving their understanding of the various opportunities available and accessible to them for their betterment. In case this larger connotation is instilled to Adult Education there may be not only a possibility of improvement of the attractiveness of the Adult Education Centre but also greater demand for it might generate. As it is, we are trying to implement a programme for which there is no demand from the people. Unless we make the programme attractive by meaningfully linking it to programmes of economic benefit, this attractiveness and demand may not be generated.

It also goes without saying the physical attractiveness of the Adult Education Centre needs to be improved in terms of facilities for lighting, sitting, audio-visual aids and recreational facilities and also mass media exposure through radio or television wherever available. These mass media (either radio or television) could be fruitfully utilised to serve as animators for learning. This might also enliven their motivation to participate in the activities of the Centre.

It was also found that the concept of night-school still seems to prevail in the minds of most of the respondents. This image needs to be changed by a new orientation to the Adult Education Centre as suggested above.

Studies on psycho-motor abilities have revealed that the peak of one's efficiency reaches in variety of tasks (physical efficiency, strength, motor abilities) in the mid twenties and there is a gradual decline reaching a plateau in late thirties. Since the learners constitute adults of the age group of 15 to 35, the potentialities to learn in terms of speed and accuracy also get reduced with the increase in age though the quality of learning may not show any kind of change. In this context, combining young learners with old learners might result in

boredom for some and lack of interest in others. This point was also mentioned by some learners in their interview. Therefore, in villages where more than one centre is established or where more adults make a demand for this centre, it would be worthwhile to consider having two centres—where the learners can be distributed by age, say 15 to 25 and 25 to 35. This would perhaps facilitate the learning process as the problems experienced by the learners would be identical in nature.

It is also known that as age-increases the efficiency of the receptor system affects one's capacity for quick reflexes. In view of this, adequate lighting and proper sitting arrangements and audio-visual aids should be utilised to the extent possible in order to make their learning situation more facilitative.

There have been some problems specially for women learners as they have to find time from their normal work activities covering domestic, child rearing and other economic activities and quite often they have not been able to leave their small children for a longer time at home unless they have somebody to lookafter. Therefore, some suggestions were offered by the learners that they should have the facility for creche, health check-ups for children and also where possible supply of milk for children. Since, we already have certain creche programmes under women and child welfare and also certain provision for supply of milk and food under-mid-day meal or nutrition programme. In some cases the Mahila Mandal has been given the task of implementing the child welfare programmes in some villages. Therefore, it is for examination whether women adult education centres could be integrated with the functioning of the Mahila Mandal so that the benefits of whatever economic activities are initiated in Mahila Mandal could also be availed of by the learners in the women's adult education centres. Since Mahila Mandal, by and large, come under the supervision of the Panchayat set-up, it could be easier for bringing about the interaction between Mahila Mandal and the Adult Education Centre for women in one direction and facilitate the use of creche and other nutrition programmes initiated by Mahila Mandal for the benefit of children of Adult Education Learners.

To conclude, the study has found that Adult Education Programme seems to have certain level of acceptance but in view

of it not being associated with immediate economic benefits or skill development or employment, it does not seem to have the demand from the people. In Adult Education Centres, people are to be trained and assisted and through which the services can be channelled effectively for the benefit of the learners and the community. It is also considered necessary to associate this programme with the development programmes intended for economic benefit and associate the implementation of this programme with the rural organisations more particularly, the panchayats and the mahila mandal wherever found feasible even as an experimental basis to find out the extent of impact Adult Education could make as a major component of the rural development process.

Modernizing Evaluation in Adult Education

—Bishwa B. Chatterjee

Introduction

There has besn a continuing shift in the major emphasis of our adult education policy and programmes, over the last fifty years or so. However, there has always been an irreducible common core in the shifting concept of what educational content would be most adequate for the adults of the country. Training in literacy, or rather in the rudiments of reading, writing, and arithmetical computation, comprises this hard, pernnial core of adult education. Some broadening of the scope started taking place, which saw the clubbing together of adult education and social education about 3 or 4 decades back. With the passage of time, newer concepts were sought to be introduced, reflecting the shifting emphasis, from mere literacy and numeracy training, to other aspects of the life of the adult members of the community. Thus fundamental education, functional education, vocationalization of education and polyvalent education, came to occupy the dominant position, in succession, in the policy formulation for adult education. In such successive shifts of emphasis, we come across an implicit, but persistent groping for a set of values, that would be consonant with the over-riding needs of the adult community at large, for which the education is being planned.

This search is still on. This is vouched by the fact, that more recently, still newer concepts like 'non-formal education', or 'conscientization', or even 'de-schooling', have been seriously considered to lend their weight to shape the essential contours of the overall educational enterprize for our adults. A close study of this process of search for the durable values will reveal certain features which are worth considering.

The first characteristic has already been pointed out; an implicit acceptance of a minimum functionally useful level of

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literacy and numeracy as the most essential ingredient of almost all programmes, which may differ widely in terms of emphasis, goals, methodology or target clientele.

At this stage, some may point out that programmes, modelled on the lines of the Folk Schools of Denmark. do not come under this category. Indeed there are programmes where training in literacy or numeracy have little or no role, the major emphasis being upon the cultural and social aspects of the programme. But it has to be recognised that Folk High Schools or the programmes run under the aegis of the HEA's in UK have more circumscribed aims, and they are fashioned to meet the needs of a clientele which are radically different in terms of base level equipment, from the adult masses of a country like ours. A little consideration will show that programmes like the Folk Schools or In-service schools for organised labour, in the factory or the farm, can supplement, but not supplant, a broadbased general educational system for large masses of people, mostly unorganised, rural based, and with very low level of literacy and numeracy. Logically, to arrive at a consensus as to what education—in terms of its content, method, and organisation—will be minimally essential, should not be difficult, provided parochial and short term expedient considerations do not affect our judgements. In fact such consensus is already there in the domain of primary education, and appears to be emerging for secondary education. We can leave higher collegiate and institutional education for the time being. The need for evolving the contours of this consensus with regard to education for the adult masses requires reiteration.

The second characteristic is related to an implicit but continuing trend of liberalization of the whole philosophy of adult education. In fact, emphasis on functional education, and vocationalization of adult education yielding ground to polyvalent education follows from this urge toward liberalization, that is, instilling certain liberal values of life in the educational content meant for the masses. This process is continued more explicitly in the emergence of concepts like 'conscientization', or fostering 'social awareness' as an integral part of adult education. The still more recent concern with the idea of 'life-long education' is consonant with this liberalizing urge in education.

The seminal concept of 'life-long education' is not as recent as it is made out to be, having been clearly grasped and unambiguously enunciated quite early by the protagonists of Basic Education, specially Acharya Vinoba Bhave. According to Vinobaji, comprehensive Basic Education will reduce to "Education for life, through life", which captures the quintessence of the philosophy of life-long education very neatly. Whether it is spelled out in so many terms or not, the 'social compenent' of adult education programmes, cannot be neglected any more. It has to be an indispensable ingredient of any general educational plan for the masses.

The liberalizing and widening of the foundation of the educational system deemed to be appropriate for our country, naturally introduced certain problems in the domain of its evaluation. The nature of these new problems does not appear to have been considered in any great detail so far. An attempt will be made here to consider the nature of some of these problems of evaluation, though briefly. It is hoped that such an exercise may lead to the type of efforts that are called for recasting and strengthening our evaluation methodologies for adult education programmes.

The 'Classical' Model of Evaluation

Malcolm S. Knowles (1950) in his book entitled "INFORMAL ADULT EDUCATION", deals with such topics as "process of evaluation" "yardsticks of evaluation", "objectives of evaluation", and so on.

After a lapse of more than thirty years, the framework of evaluation provided by Knowles still endures. Most of us will agree that following the framework opitomised by Knowles results in "assessment" rather than *evaluation*, yet deliberate and conscious departure from that model is few and far between.

The present author, (Chatterjee, Kumari and Singh 1969) had this general, classical, evaluation model in mind, in his empirical investigation of the functioning of the Gramdan Shikshan Yojana at Darbhanga and Mirzapur, as reported in "VOLUNTARY ACTION FOR ADULT LITERACY". Again, a perusal of the publication entitled "GUIDE TO EVALUATION : FARMERS' FUNCTIONAL LITERACY PRO-

GRAMMES" (Saksena et al., 1971), will show that the mode followed in it does not represent any marked departure from the 'classical' model delineated in Knowles, even after 25 years.

This 'classical' model of evaluation appears to be adequate so long as the actual assessment and measurement functions applied to narrow and tangible outcomes, 'itemization' of which being the most important aspect of the entire evaluation exercise. Itemization of outcomes like literacy attainment, or acquisition of skills of a functional or professional, or kind, is not too difficult. 'Evaluation' thereby degenerates into 'assessment'.

Once the ambit of the programme is broadened to include such apparently non-tangible entities as "social awareness", or "enrichment of the quality of life", "or, "expansion of experience", or "realizing creative potential" and so on, then we see that the model of evaluation used so far is not adequate. The basic problem is concerned with operations that can help in quantifying 'outcomes' that are described and identified in qualitative terms. Evaluation requires some sort of measuring, irrespective of the criteria related to the outcomes being qualitative, imponderable or incommensurable.

It may be pointed out here that the degree of difficulty in quantifying the qualitative variables shows a wide range. Thus, an item like 'spiritual development' is far more intractable, in terms of quantification, than say an item like 'social adjustment'. If a man claims that he has attained the state of '*sahita-prajna*' through practising yoga, we can neither accept nor challenge his contention, because we have no independent, universally accepted value-frame, against which his claim can be located, to estimate its validity. Put in mathematical language, we have no knowledge about the parameters, of the dimensions, or sets of axes, that can describe the space, in which the co-ordinates of this man's attainment can be estimated, with any degree of precision.

The problem is not of the same order, when, say we are judging the artistic excellence of a painting, or the culinary perfection of a fine dish or the musical performance of virtuoso. Here, generally we may have problems of the metric, that is the precision of the scales for measuring excellence or otherwise of the outcome, but not of the major dimensions that generate the

space in which the outcome has to be located.

Development in the theory of scaling have made considerable progress in most behavioural sciences like psychology, sociology, economics, political science, etc. In the field of economic decisions, the concept of 'utility' has a long history. But its measurement, or of related concepts like 'subjective' probability, does not pose a problem any more to the econometrician, or decision theorists. Likewise, concepts like 'social mobility', 'political power' are quantified, as easily as concepts like 'school climate', or 'group morale' and 'machiavelianism', or 'social elienation'.

However, the speed with which such development of scaling techniques developed elsewhere for purposes of social evaluation are actually being used is not very rapid. Let us take the case of 'community development' which is sought to be achieved through the implementation of well conceived development projects. The brilliant little treatise, "*Measuring the Results of Development Projects*" by Samuel P. Hayes (1959) is a superb example of what systematie and bold attempts at quantification of variables that we have been used to consider as purely qualitative, can achieve. In spite of the fact that this book was published as early as 22 years back, it has not yet dated. Yet, the book epitomises the 'classical' model in evaluation. It is only recently that in a number of evaluative surveys, Guttam and Thurstone types of scales and sophisticated statistical techniques like multivariate regressions. etc. have started being used.

The Process Approach to Evaluation

During this period of steady progress in evolving suituble methods of measurements of qualitative variables, a few other changes have been taking place in the very fabric of the philosophy of evaluation itself, at least so far it applies to education. This new thinking has been captured quite successfully in their slim book, entitled "EVALUATION IN THE SCHOOL : A HUMAN PROCESS FOR RENEWAL", written by Hayman and Napier (1975). The authors maintain that the evaluation model calls for a modifiestion involving the shifting of its focus from its product or outcome aspect to the processual aspect of education. The 'classical, model is commitant neglect of the

'process' aspect of the educational transformation. The basic distinctions between these two approaches, Product versus Process, are as follows, according to these two authors :

Traditional Product Evaluation	*Process Evaluation*
a. The evaluation is circumscribed in a definite time-bound framework.	a. The evaluation is continuous and intentionally flexible.
b. The evaluation is a planned programme of deliberate interventions.	b. The programme is non-manipulative and developmental rather than fixed.
c. The focus is on prediction.	c. The findings are conditional
d. Goals are pre-designated, with assumed values.	d. The focus is on the here and now-on what is happening and why.
e. Measurement refers to the degree to which the projected outcomes are met.	e. One aim of the evaluation is to clarify objectives and to note any deviation from the way they are specified.
f. Findings are used for decision making as well as a piece of useful information by itself.	f. Information is used for decision making and for internal improvement of the project.
g. Tests of hypotheses are common and deterministic.	g. Most data are descriptive and non-deterministic.
	h. The programme is ongoing, diagonitic, with a strong integrated feedback aspect.
	i. Total process of evaluation can provide a developmental history of the programme being measured.

Source : Hayman and Napier (1975) p. 60. (Slightly modified).

While agreeing that the process model of evaluation is an improvement upon the classical model of evaluation, it is felt that even this model does not go far enough. First, it appears to reduce the importance of measurement, and enhances the importance of description. But its main limitation lies in its inability to tackle with measuring those very concepts which occupy the penumbral zone between 'quantitative' and 'qualitative' that is, those very concepts that add to the intrinsic worth of the processual aspects of the projects, rather than their terminal outcomes. If we cannot measure the outcomes of such concepts as 'quality of life', 'social 'awareness', 'enrichment of experience' etc. we should at least try to study their nature of impact on the human subject, through a programme.

The question is : What, then, can be done to remove this process model of evaluation ? One hopeful line of development appears to be the emergence of such concepts as 'social accounting' and 'social audit'. The impetus for this line of development has come from a need for having a calculus for measuring social welfare, poineered by the Italian economic philosopher, Wilfredo Pareto. It is upon the foundation provided by Pareto that the theory of social welfare functions has been developed to a high level of sophistication by economists like Kenneth Arrow, Samualson, Baumol, Kaldor, etc. The tools developed by Leontieff in his input-output analysis, and by Dantizing in his linear programming, have further expanded the scope of this line of thinking. The time appears to have come to try to incorporate ideas from social accounting and social audit, as well cost-benefit analysis, in our evaluation for adult education. The volume edited by Seidler and Seidler (1975) contains a number of articles which are full of ideas that prove to be useful to the educational evaluators working in the field of adult education.

An article entitled "Meaning of Quality of Life" by Robert K. Elliott (Seidler and Seidler, 1975, p. 14-21) is specially relevant for our discussion. According to Elliott, "social accounting can be defined as the reporting of accountability of *all* the resources used by a corporation (or, for that matter, any entity) ... concerned with the corporation's impact on 'quality of life'. In order to make it operational, the social

accountant has to analyse the various 'constituencies' of the corporation—those groups that have a distinct and identifiable interest in corporate action and then analyse how the corporation affects their quality of life." (p. 15).

Our entire thinking about viability of welfare-oriented endeavours is likely to be modified if the arguments put forward by the social accountants are considered seriously. This is illustrated by a very illuminating example provided by Lee J. Seidler in his article, "Dollar Values in the Social Income Statement", in his (Seidler and Seidler, 1975, p. 1-13) New York University, is likely to run into a loss, for undertaking a project, as the usual accounting breakdown shows. If the same items are viewed in the context of social accounting, the situation is reversed, and the 'loss' is found to be a 'profit', as the following table shows :

Conventional Income Statement	Social Income Statement
Revenues :	Revenues :
Tuition paid to University	Value of instruction to Society
Research grants State aid	Value of research to Society
Less costs :	Less costs :
Instructional	Tuition paid to
Research costs	University
Student aid	Cost of research
Overheads	
	State aid
	Other Lost Production, etc.
Result :	Result :
(Deficit)	(Profit)

Source : Seilder and Seilder, 1975, p.6.

However, assigning of specific values to the benefits accuring to the society from the operation of a programme is not by any

means an easy task. One difficulty lies in the fact that the benefits from such values may be internalised, by the receipient, at the individual or collective level, and its visibility may be obscured. But at some point of time, the visibility of the benefits gained by the recipient is likely to improve.

Values of the Community

A little analysis of the real nature of the social benefits that are related to durable values is related to a set of priorities or preference orderings among them. The question is : priorities for whom ? Preference orderings among whom ?

For a long time to come, the largest section of the nation that needs social benefits is the rural people of our country. Priorities have to be set up in terms of their pressing needs. Luckily, the search for a set of cherished values for large masses of developing nations, has already made considerable progress, and a consensus appears to be emerging about this set of values, at least among the democratic regimes, as to what should constitute a common core of developmental philosophy. Just to cite one example, the exiomatic propositions enunciated by the prestigious Dag Hammarskjold Foundation of Sweden, under the title of "Another Development" may be considered. *Another Development* is conceptualised to be *need-oriented, endogenous, self-reliant, ecologically sound,* and based upon *transformation of social structures.* Elaborating this theme, Haque, Mehta, Rahman and Wignarajan (1977) point out that this development philosophy will comprize five core concepts:

1. *Man* is the end of development—which is therefore to be judged by what it does to *him.*
2. *De-alienation* of man, in the sense that he feels at home with the process of development in which he becomes the *subject* as well as the object.
3. Development of *collective personality* of man in which he finds his richest expression.
4. *Participation* as the true form of democracy.
5. *Self-reliance* as the expression of man's faith in his own abilities.

(Source : Haque et al., 1977, p. 19)

A number of development philosophies, formulated by different thinkers, at different times, and in different contexts, show a striking trend towards convergence. Gandhi and Vinobaji's Sarvodaya concern for the common man; the Club of Rome member's pre-occupation with defining the limits of growth set against rapid exploitation of earth's resources, or Schumacher's advocacy of scaling down of enterprises and their dispersal, belong together, in their deep rooted commitment for common man. The new model for development of the masses of the third world will also inform and inspire the new model for evaluation of all our developmental efforts, including adult education.

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A Comparative Study of the Relative Effectiveness of Four Methods of Teaching Literacy to Adults

—R. Krishna Rao

The list of competing methods has increased in the recent times because of efforts made to modify and innovate on the traditional methods of teaching literacy to children to be applicable to adults. However, the new crop of methods are largely contributed by those who worked on the development of methods of teaching second and foreign languages to those who are already literate in their mother tongue. The universal applicability of any one method is becoming difficult because each is developed in its own milieu and on the nature of the language. It may also be true that each method has its own distinctive advantages and it is to be tried to integrate the methods with distinct advantages if they are not incongruous. This is an open approach and calls for its own procedure. This study primarily aimed at this task.

The methods can be classified into two broad categories viz., Alphabetic method and Sentence method. The other methods are variations of these two methods. The Alphabetic method is considered as a traditional method since it is the old method in practice. The Sentence method is relatively a new method which staked claims of its superiority over the Alphabetic method. In recent times the added dimension to the methods is the sequential order of the emphasis on reading and writing. It is claimed that it is more efficacious to teach reading first without insistence on writing aspect. The other method is insisting on reading and writing skills at the same time. Thus, with this dimension added there could be four distinct methods of teaching literacy. They are :

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1. Sentence method with reading and writing skills insisted simultaneously
2. Alphabetic method with reading and writing skills insisted simultaneously
3. Sentence method with reading skills followed by writing skills
4. Alphabetic method with reading skills followed by writing skills.

This study through experimental design tried to measure the relative effectiveness of these four alternative methods. Besides measuring the differences between these four methods, a control group consisting of the school children who passed out third standard of schooling was selected to compare the performance of the above four methods so that an absolute criterion is also used besides relative criterion in assessing the effectiveness of the experimental methods. The study was conducted in the rural villages of Telangana region of Andhra Pradesh. Necessary care was taken to see that the four experimental groups matched in all aspects except in the variation of method of teaching literacy. The relative efficiency of these methods are judged on the basis of mean scores and standard deviations on the three tests namely, reading test, writing test and arithmetic test at the end of four months.

Sample

A sample of 120 illiterate adult learners has been drawn from the universe of rural illiterate adult learners. This sample was divided into 4 groups of 30 each in such a way that those groups were homogeneous in age, general comprehension, socio-economic background and levels of motivation to acquire literacy.

The four experimental groups namely, G1, G2, G3 and G4 consisting of 30 illiterate adults each were exposed to different methods of imparting literacy as indicated below:

The Group G1 was exposed to literacy instruction through Sentence method with reading and writing done simultaneously for 4 months. The group G2 was also exposed to literacy instruction through Sentence method with reading for the fist two

months followed by writing for 2 months. The group G3 was exposed to literacy instruction through Alphabetic method with reading and writing simultaneously for 4 months. The group G4 was also exposed to literacy instruction through Alphabetic method with reading for the first two months followed by writing during the next two months. The group G5 consisting of the school children of class III on completion at the end of 3rd year were also exposed to the same literacy test along with the four experimental groups, for assessing the effectiveness of the method in relation to the attainments of regular schooling in conventional school system.

The reading test administered to all the 5 groups comprises four items intended to test the ability to recognise and read letters and words, reading simple sentences of a given passage and reading comprehension respectively. The third item of the test on reading comprising a passage with simple sentences relates to the daily life situations and experiences of the learners of all the groups. This was sought to measure the efficacy of the method followed in teaching the reading skills. It has been proved that the method followed in teaching the fourth group namely, G4 is more effective than the other methods followed for other groups. The factors such as the place, age, management, literacy materials and the socio-economic conditions remaining the same, the method followed in imparting literacy skills influences the learning process a great deal.

Another test-item devised to measure the reading and comprehension simultaneously, is based on a passage comprising sentence related to the daily life of a peasant. The questions set at the end of the passage are intended to test the comprehension of the learner. When this test was administered on the learners, the performance of the fourth group G4 was found to be qualitatively and quantatively superior to that of the other groups. Hence, it may be inferred that the method adopted in the case of teaching the group G4 influenced the learning of literacy skills. All the sub-units on reading test and reading comprehension establish the fact that the method employed in teaching literacy skills plays a dominant role in learning.

The writing test administered to the learners comprises five items intended to test the ability to recognize and write alphabets

and words, writing one word answers, writing names and writing simple sentence dictated. An analysis of the results of the tests shows that the group G4 fared better in acquiring writing skills also better than the other groups. This corroborates the view that method plays a prominent role in the acquisition of literacy skills. It may also be inferred that acquiring ability to write secondary forms and conjuncts is a common difficulty among all the learners. But even this difficulty is surmounted by G4. This can be doubtlessly attributed to the efficacy of the method adopted to teach the learners of G4. Other conditions remaining the same, the method to which a particular group is exposed, determines the quality and quantity of learning literacy skills. In addition to the method adopted, the frequency of a particular alphabet, word or sentence influences the acquisition of literacy skills.

Arithmetic is taught to all the groups using traditional method followed in schools. No special method was adopted to any of the experimental groups from G1 to G4. There are no significant differences between these four groups in the performance of arithmetic test. This again may indicate that the relatively higher performance of G4 in reading and writing tests is due to the effectiveness of method.

An overall view of the performance of all the five groups exposed to different methods of teaching reading and writting skills establishes the view that the method of teaching of these skills is of utmost importance in view of the fact that it has affected the quality and quantity of learning these literacy skills.

The analysis of the results illustrate that the Alphabetic method with reading for the first two months followed by writing for another two months proved superior than all other methods. The achievement level of G4 had been far superior than the other groups including the group G5 which has had three years regular schooling in the conventional school system. The dispersion in S.D. in G1, G2, G3 and G5 is very high which indicates less effectiveness of the methods adopted for these groups. The S.D. of G4 in all the sub-units of the tests is very low which indicates the relative positive effectiveness of the method namely Alphabetic method with reading for the first two months followed by writing.

The groups G2 and G5 took the second place, the group G3 took the third place and the group G1 was placed at the bottom inrelation to the performance levels of each group exposed to literacy instruction. The difference between the performance of G4 and the other groups in all the sub-units of the literacy tests was significantly higher. Hence it has been concluded that the method adopted for group G4 is more effective than the methods adopted for the other groups.

In addition to method, the letters with low frequency of occurence were not learnt easily in comparison with the letters with high frequency of occurence. The letters and letter combinations including words and sentences with secondary forms and conjuncts, the similar and dissimilar forms and conjuncts. It is interesting to note that the findings of this investigation were in line with the findings of Lamport, H.H. (1935), Gray (1956), Judd, C.H. (1918), Huey (1912), Neijs, D.K. (1954), Anderson and Dearborn (1952), Seegers (1948), Decroly (1927), Wallis and Gates (1948) in so far as the alphabetic method is concerned.

With regard to reading of letters, failures were noticed from the second letter only in G1. In all other experimental groups there were no failures upto item 5, but the failures were constant and progressive from thereon. The letter (Da) whose frequency ranking is high is the threshold point for two groups, however, the group G4 witnessed some failures at item 10, which may be due to the fact that the frequency of occurence of letter is negligible. Even in letters in primary form, the other groups excepting G4 witnessed failures and the failures were confined to the letters whose frequency of occurence is less. The secondary forms of letters are not learnt easily as in the case of primary forms. It is noticed that the method followed had telling influence in the acquisition of literacy skills and the group G4 acquired the literacy skills in a most impressive manner and the method followed was the Alphabetic method with reading for the first two months followed by writing. The letters such as (Va); (Da); (Ae); (O) and other consonants with secondary forms like (Ga); (Pi); (Tee); (Rai) were not learnt with the same ease as that of primary forms. In the case of secondary forms the curve system gets the learning process delayed as it is not easy to practice and

present the letter forms. Moreover the abstractness of recalling and then reorganizing the thought process makes learning difficult which is evident from the results of literacy tests. Even the group G4 which has done very well in all the tests has also recorded some failures in such letters and words wherein the letters of rare frequency of occurence are involved, otherwise the method namely the Alphabetic method reading for the first two months followed by writing facilitated the acquisition of literacy skills effectively.

There were some failures here and there in the writing test in some letters which may be attributed to the curves and confusion due to similarities in the form involved in some of the letters; for eg., the letters like are likely to create confusion because of negligible variations in their form. Hence the letter form coupled with the frequency ranking and the method adopted in teaching may determine the level of achievement in different literacy skills namely reading, writing and arithmetic. In both the reading and writing tests the performance of the groups centered round only the method and the frequency ranking of the alphabets. The method adopted for G4 yielded impressive results and no other group could at least come nearer to the achievement level of G4.

With regard to letters with similar secondary forms, they are learnt more easily than the dissimilar forms. There is no deviation in imparting arithmetic skills as same method was followed for all the five groups and hence the performance level of other groups was nearer to the group G4 though its level of achievement is also impressive in this unit.

The relatively low performance of sentence method in comparison with the Alphabetic method may be epxlained based on the following :

Recall of the forms of letters from a sentence involves certain abstract cognitive abilities on the part of the learner and hence it slows down the pace of learning alphabets. The illiterate poor man in India is still at the graphic concrete level of cognitive ability and hence finds it difficult to perform the abstract mental operation. He may feel psychological burden in the recall process. In the Alphabetic method this psychological burden is consi-

derably reduced. Sentence method may perhaps prove better in the case of those who have already reached a higher level of cognitive ability in terms of capability of performing abstract mental operations. The pattern of S.Ds also indicates that in the Sentence method the S.D rate is very high compared to Alphabetic methods. This indicates that the individual differences are higher in the Sentence method. These differences are due to the differing ability in recall and organization.

The results on the reading and writing tests revealed that the Alphabetic method with reading followed by writing in imparting literacy skills proved to be effective because the acquisition of literacy skills became easy, sequential and incremental in the Alphabetic method. Within this method i.e., the Alphabetic method with reading followed by writing proved more effective than the Alphabetic method with reading and writing simultaneously done.

Further, it may be noted that the disturbing conditions in the case of children are less, whereas they are more in the case of adults. As such in the case of adults the demand and the driving force to concentration is less, and the Sentence method becomes less effective, when the process of recall is through abstractness. Unless he has interest, and that the mental situation is ideal and controlled as in the case of children in a classroom the Sentence method is not viable. To quote Verduin, Miller, Greem (1977) who observed that "Adults Learning is as good as the methodology is effective in achieving the objectives." In a real sense, the instruction determines the content because it is the means by which the content is delivered to the adult classroom. All this again supports the findings and allows us to lay more stress on the Alphabetic method.

Keeping in view the results of the literacy tests and the discussion in the foregoing pages, it may be noted that the adult is also culturally tuned to the Alphabetic method. Further the linguists have internalised the process of learning a second language and applied the same in teaching the mother tongue in NAEP with the result that the people are refusing the method.

The general observation of the adult educators in Andhra Pradesh also is that people are responding better to the

alphabetic method and in that sense can be considered as the People's method. The method to which the people respond favourable works better and produces better results than the one to which they are not favourably inclined to.

The main objective of this study was to find out the effectiveness of one method over the other methods for imparting literacy skills so that the adult literacy teaching can be made more meaningful and effective and save the programme and adult learners from heavy dropouts. This objective is accomplished as the results categorically indicated the superiority of Alphabetic method, with reading for the first two months followed by writing, over all the methods. Hence this method is recommended for teaching literacy to adults.

The alphabetic method followed in teaching literacy skills for those whose mother tongue is Telugu the alphabetic method sounds as if alphabet has no context but in reality there is organic relationship between one letter and the other. Further, the sound pattern is inherent and the principle of internal relationship between letters is brought in by sound as the letters are provided in pairs both in vowels as well as consonants, such as a, aa, i, ii, u, uu, kh, g, gh, c, ch. The alphabets are not introduced as single alphabets. The principle of rhythm and sequence are internalised in the Telugu alphabetic system. Further, a sort of harmony and symphony are also integrated whose function is natural and memorisation and recollection becomes easy. In English an external context is required through an object like Apple for 'A' because it has not internal context as in the case of Telugu such as a, as, i, ii, and so on. Hence it requires a sort of association with an object or meaning. As indicated already the context is provided in Telugu in terms of sound pattern, harmony and the organic relationship between one letter and other. Further, in English spelling has no inherent logic whereas in Telugu the secondary forms of the alphabets like alongation provides inherent grading in the sequence of the secondary forms of vowels. Hence, it may be noted that grading is inherent and sequential such as a, as, i, ii, and so on wheras in English it ts created. The sequential order of a, aa, i, ii, and its secondary forms of both vowels and consonants through in-built sound pattern facilitates easy recall. Further, the principle of reinforcement is also in built

which is again graded and sequential. This is evident from the vowels and dipthonghs such as e, ee, ai, o,oo, au. It may be noted that 'e' is nearer to 'ee' and the latter is nearer to 'ai' ans similarly 'o' is nearer to 'oo' and the latter is nearer to 'au'.

Conclusion :

The following conclusions are drawn from the presen tstudy:

1. Alphabetic method is better than Sentence method.
2. Alphabetic method is best suited for teaching adults than the Sentence method.
3. Within the Alphabetic method, teaching reading for the first two months followed by writing is more effective than the conventional Alphabetic method in which reading and writing is done simultaneously.
4. Reading ability precedes the other literacy skills.
5. The learning process becomes easy if the number of letters are as less as possible.
6. The primary forms of vowels and consonants are learnt more easily than the letters with secondary forms and conjuncts.
7. The adults can acquire the needed functional literacy skills of the standard of class III plus in about 4 months.

Research in Adult & Continuing Education Non-Formal Education & Life Long Education

—D. Subba Rao

The Indian seen in regard to Adult and Continuing Education is in the process of undergoing a change with various developments. Universities, Government, Voluntary Organisations, Institutes of Management, I.I.Ts., Political Organisations, trade unions and individual workers are taking a deeper interest in the problems of Non- Formal Education, Continuing Education and Lifelong Education along with related areas of rural development, urban development, community development and education of the weaker sections of society.

The University Grants Commission in their policy statement have asked the Universities and Colleges to take up programmes on adult education, extension and community services. "In order to discharge its responsibility to the education system and to the society as a whole, tho university must assume adult education and extension as an important responsibility and give it the same status as teaching and research. These should be made an integral part of the objectives and functions of the university/college. It is important to establish an organic link between adult education/extension and university curricula. The former should not be looked upon merely as a welfare activity for the deprived social groups, but as a process of interaction with the society leading to valuable learning experience and as a means for making higher education relevant to the needs of the society and oriented towards a solution of existing problems." With the young members of society getting elected to the Panchayats, co-operatives and other local bodies, their training needs must be supported by research.

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The problems of research in adult education are of an inter-disciplinary nature. They cover a wide area and transcend the boundaries of any particular field. The problems of research may be of various dimensions—theoretical, applied, action research, participatory research, survey research, historical research, etc. The related fields of Economics, Politics, Education, Psychology, Sociology, Administration are of deep significance in understanding the various aspects of adult and continuing education. A tentative list of probable areas of research in adult education is given below:

Philosophical Issues

—*Historical Factors*—study of adult education movements, role of different agencies and individuals like government agencies, voluntary organisations, political parties, women's organisations, Mahila Mandals, Youth Clubs, Nehru Yuvak Kendras, Church organisations, service clubs, etc.

—*Sociological Factors*—the persons involved including S.C., S.T., B.C., nomadic groups, sex-wise, age wise, region-wise distribution; adult education as an agent of social change, Adult Education and Social tensions, conscientisation, promotion of scientific and national thinking in various groups, national integration, etc.

—*Psychological Factors*—needs of learners, psychology, motivational factors, changes in personality structure of isolated groups like tribals, adult education and job satisfaction.

—*Educational Factors*—educational needs of different learner groups, curriculum planning, literature for neo-literates, learning strategies, interest formation and cultivating new interests, organisation of subject matter, evaluation, language issues, etc.

—*Geographical Factors*—role of geographical factors in adult learning, ecological education; planning for development of resources and conservation through adult education groups, etc.

—*Economic Factors*—economics of adult education, cost

benefit analysis, resource mobilisation, savings, saving mobilisation, use of banking, adult education and economic education for adult groups, etc.

—*Political Factors*—role of political groups in Adult Education, local politics, its influence on kind and content of adult education, etc.

—*Administrative Issues*—planning administration, administrative personnel in adult education, their education and training, for different groups managing adult education: management styles in adult education, role of personality factors in management and administration, etc.

—*Role of Different Groups*—industrial establishments, trade unions, scientific organisations, publishing houses, role of mass media in adult education, etc.

—*Comparative Studies in Adult Education*—study of country experiences in adult education.

There is a great need for research within the Universities and also for research by other organisations.

Abstracts

A. Development Profile

1. Dixit, A., A Study of Educational Need Patterns of Adults in the Urban, Rural and Tribal Communities of Rajasthan, Rajasthan University, 1975.

The objectives of the study were : (i) to find out educational need patterns of the adults in the urban, rural and tribal communities of Rajasthan; (ii) to study the attitudes of adult towards their needs for continuing education and the relationship between different age groups; (iii) to study the factors limiting their participation in the educational activities; and (iv) to study the different kinds of programmes which were useful for the education of adults. The hypotheses formulated were : (i) occupational differences are significant so far as educational needs of adults are concerned in an urban community and also the educational needs there vary from occupation to occupation. (ii) Nature of the occupation determines the preferences in educational activities of the adults in the urban community. (iii) Sex differences are important in the urban community. (iv) Educational needs are determined by age in the rural and tribal communities. (v) Age affects the educational programme, design and content in the rural and tribal communities. (vi) Educational needs and priorities vary in urban, rural and tribal communities depending on a number of factors other than sex or age.

The sample consisted of 598 adults (320 males and 278 females) from Jaipur city representing different occupations like teachers, nurses, telephone operators, businessmen, etc., 619 adults from rural population, and 351 adults from tribal population. The data were collected through the questionnaire and personal interviews. For the analysis of the data, the statistical techniques of chi-square and rank order correlation were utilized.

The major findings of the study were as follows :

(i) Urban population : The majority of women respondents were those who had high school and intermediate education. The largest percentage of the respondents was in teaching profession and majority of them were on permanent jobs. Respondents came under the income range of Rs. 500/- to 1000/- per month. More than half of the respondents expressed that vocational training was very much helpful to them for their jobs. (ii) Rural population : The majority of the adults happened to be in the age group of twentyone to thirtyfive years and were married and illiterate. Agriculture was the main occupation and the income range was Rs. 201 to 300 per month. Majority of them had a favourable attitude towards vocational training. One fourth of the respondents indicated that they had literacy classes in the village which they could attend only at night. (iii) Tribal community : The majority of the adults were in the age group of twentyone to thirtyfive years and were married. They indicated that agriculture was their main occupation. A majority of the respondents earned Rs. 100/- per month and had been deprived of the opportunity for education.

2. Karunakaran, K., Identification of Factors to be Tackled in an Effective Programme of Non-formal Education and Training of Farmers.
Keral a University, 1981
Supervisor : Dr. K.S. Pillai

This study attempts to identify the factors to be tackled in an effective programme of non-formal education and training of farmers in Kerala. Data were collected from Vellanad Village i.e. in and around Mitranketan, eight Intensive Paddy Development Units in Trivandrum District and educators from the four farmers training centres in Kerala, i.e. Trivandrum, Trichur, Pattambi and Taliparamba. The sample consists of 90 trained farmers from Vellana block. Another sample of 240 farmers was selected from the Intensive Paddy Development Units i.e. Manampoor, Venpakal, Poovachal, Vellanad Nandiyode, Kunnathukal, Elakamon and Chemmaruthi. Half of them were trained farmers and the other half non-trained. The first group formed the experimental group and the other the control group.

Fifteen of the 25 farmer educators in Kerala were also included to study the opinion of farmer educators regarding farmers training programmes.

The findings of the study indicate that agricultural training programmes have great influence on farmers and help them to adopt innovative practices and modern technology. Their influence is felt even in the case of marginal farmers.

The non-formal approach is well suited to the training of farmers. Training has to be flexible, need-based, and environment-oriented. It must be well suited to the convenience of farmers in matters like time and place. At present the aim of Farmers' Training Programmes is the training of farmers in modern agricultural technology only. In addition to this, useful topics like co-operative marketing and nutrition should be included in the programme. This leads to the development of the farm, the home and the community. Therefore, an integrated course for developing the farm, the home and community is what is needed in an effective programme of non-formal education for farmers.

3. Nagarajan, V., An Investigation into Certain Aspects of Personality Social Background and Ideological meaning among the Activities of three political parties in Tamilnadu, Madra University, 1979.

The investigation pertains to exploring the personality, social background and the ideology among selected adult political activists. An attempt is made to define the constructs of personality, social background and ideological meaning empirically. In the light of existing theories and models further attempt is made to establish association between the empirically deprived constructs such as personality and ideological meaning.

4. Paulraj, N.K., A Study of the Socio-Economic factors and their interelationships among the out-of-School Children, Madras University, 1980.

The study investigates the problem of unschooling and dropping out in descriptive and survey research terms. Descriptive-theoritical discussion served as the basis for generation of the hypotheses.

The impact of training programme is greater on young farmers than on older ones. Age and educational level are both important factors in making farmers adopt modern agricultural technology. As regards the adoption of innovative practices in agriculture like the use of High Yielding varieties of seeds, fertilizers and pesticides, it is found that they are more readily adopted than innovative technology. Farmers with agriculture training avail themselves of agricultural loans more readily than farmers without training. But those with formal education at least upto the lower Primary and Upper Primary levels take greater advantage of loan facilities.

Training programmes help the farmers to develop their reading ability. They read periodicals and bulletins to get useful information on matters relating to the home, the farm and the market. According to the farmer educators, the five-day training programme is inadequate. Follow-up programmes to guide trained farmers in the use of modern agricultural technology is essential. Exposure to modern agricultural practices, through visits to research centres, demonstration farms and farms belonging to progressive farmers, should form an integral part of the programme.

Attempts were made to define clearly the socio-economic variables operative in the problem of unschooling and droping out, particularly in describing the demographic characteristics of the population of out-of-school children. The survey research has yielded definite data which measure some of the important parameters of the problem of unschooling and dropping out. In this part, unlike the descriptive theoretical method, attempt was made to quantify selected aspects of the problem, and their interrelationships among the quantified variables were computed.

5. Agnihotri, S., Evaluation of the Programme of Adult Education in Operation under the Pilot Plan in Wardha District,
Nagpur University, 1974

The objectives of the study were: (i) to judge as to what extent the programme of adult education had yielded positive results; (ii) to investigate critically the wastage or ineffectiveness in the

field so that necessary suggestions could be made and modification in the programme carried out to yield positive results; and, (iii) to study critically both quantitative spread and its qualitative impact on the life of the people, literacy being an important aspect of this.

The aspects studied were literacy, social attitudes, participation in cooperative developmental activities, recreation, change in living patterns, awareness of responsibilities, improvement in economic conditions and physical standards of life, promotion of knowledge, development of the ability to adjust to the community life, and promotion of the capacity to observe, think, discuss and actively participate.

The study was conducted in the Wardha District with seven rural blocks. Observation, interview, visits and specially devised tests were the various tools and techniques used to collect the data. The sample consisted of 250 men and 250 women ranging in age from fifteen to fifty five years.

The major findings were : (i) About seventeen percent of men and women in the age group of fifteen to twenty were found to be immature and unstable. (ii) Fifty percent of men and fortyone percent of women were found to be young, enthusiastic and ambitious in the age group of twentyone to thirtyone. (iii) Thirtyone percent of men and fortyfive percent of women were found to be matured and balanced in the group of thirtysix to fiftyfive. (iv) Life conditions arrested the efforts of the village people for their own betterment and they mostly resigned to their fate. (v) Average number of members in a family was six. (vi) Adult education had not brought about the changes which were expected inspite of efforts of the government. There was no improvement in the standard of living of the village people. Their work efficiency had not increased. (vii) Soap was rarely used by the village people. (viii) Sixtyeight percent of men and seventysix percent of women were conscious about cleanliness of their children. The village people did not like the girls taking up a job. They thought it below the dignity of the family. They held that the girls should marry and maintain the house. (ix) Most of the rural people spent their leisure time in religious affairs, only a small percentage of people were engaged in social work. (x) Most of the rural

people did not want politics in gram panchayat. (xi) Rural population had started understanding the scientific method of cultivation.

B. Teaching Learning Process

1. Khajapeer, M., A Study of the Academic Performance of the Farmers' Functional Literacy Programme Participants in Relation to Some Social-Psychological Factors, S.V. University, 1978

The objectives of the study were: (i) to find out the relation between the social-psychological factors pertaining to the Farmers' Functional Literacy Programme Participants (FFLPPs) and their academic performance; (ii) to identify the social-psychological factors that predict their academic performance; (iii) to study the differential contribution of these factors in predicting the academic performance of the FFLPPs singly and jointly; and (iv) to identify those factors that turn out to be the common and significant predictors of the academic performance of the FFLPPs.

The major findings were: (i) social-psychological factors, newspaper reading, radio listening pertaining to agricultural programmes, social participation, urban occupational pull, contact with agricultural extension officers, aspirations in reading, writing, arithmetic and knowledge about improved methods of cultivation, attitudes towards adu't literacy and improved methods of cultivation, all pertaining to FFLPPs, were positively and significantly related to th ir performance in literacy; (ii) age, sex, caste, primary education, etc., were not significantly related to their performance; and (iii) conservatism, fatalism and authoritarianism of the FFLPPs were negatively and significantly associated with their performance in literacy.

2. Johnston, J.P., A Proposal for the Establishment of a State-Wide Adult Education Programme for Madras ((Tamil Nadu), Madras University, 1970.

The purpose of this study was to investigate the current status of adult literacy programme in Tamil Nadu and to offer practical suggestions to bring about a meaningful state-wide system of adult education.

The study depended mainly on printed materials. To know the attitudes of those who enforced the Compulsory Education Act, a questionnaire was sent to the Panchayat Presidents.

The following were some of the main conclusions of the study: (i) For a better approach to adult education programmes the problems of wastage and stagnation in the rural areas were to be tackled first, because these problems were getting more acute day by day with increase in population. (ii) Incentives could only be considered as an aid and not as a major influential factor in combating illiteracy. (iii) The programme of village uplift, namely, social education, in which adult education was a segment, did not succeed much. (iv) An occupationally oriented programme for adults should be expanded throughout the state. (v) The main point brought out by this study was that any attack on illiteracy must include as its first objective, the elimination of wastage and stagnation in primary schools. Those programmes which existed now to reduce these chronic difficulties were not working satisfactorily. Consequently, the efforts to educate adults and thereby reduce the number of illiterates were being neutralised.

3. Mali, M.G., Factors Affecting Retention of Literacy among Adult Neo-Literates, Shivaji University, 1974.

The objectives of the investigation were: (i) to measure the retention of literacy among the adult neo-literates; (ii) to study the relationship between retention of literacy and classroom learning factors and environmental factors; and (iii) to determine which of the factors needed to be strengthened after establishing relationship between literacy retention and the classroom factors and the environmental factors.

The sample consisted of 310 adults selected from thirty villages round about Gargoti. The mean age of the adults was thirty years approximately. The classroom factors considered

were motivation to join the class, methods of teaching in the class, reading materials used in the class, duration of the class and post literacy practice. The environmental factors included occupation, age, and locality of the residence of the adult.

The tools used in the investigation were : (i) a graded silent reading comprenension test of three levels of reading with five questions attached to each level; (ii) a questionnaire eliciting factual information about the class; and (iii) an interview with each of the adults to ascertain his attitude to the classroom conditions.

The study revealed that (i) the reading materials had a very high correlation with literacy retention; (ii) environmental factors had no influence on retention and (iii) classroom factors needed to be stressed for retention.

4. Bhandari, J.S., Factors Affecting Persistency and Dropout of Adult Literacy Classes in Udaipur District, Udaipur University, 1974

The objectives of the study were : (i) to study the situation with regard to adults who joined the classes, continued to keep on roll and dropped out during the course at different centres; (ii) to develop techniques and aids to discriminate the significant factors affecting persistency and dropout, and to build relevant scales and models to explain the same; (iii) to examine and compare the personal, economic and characteristic conditions of the persistors and dropouts in literacy and functional literacy classes; (iv) to enlist the factors of persistency and dropout and to study the correlations of responses of literacy and functional literacy class participants; and (v) to analyze personal background, educational qualifications, training and attitude of the teachers of literacy and functional literacy classes.

The study was confined to Seva Mandir in Badgaon and Girwa Panchayat Samities in Udaipur District. Twenty literacy centres and twelve functional literacy centres were selected by two stage stratified random sampling method. As many as 192 respondents—ninetysix persistors and ninetysix dropouts—were selected from the thirtytwo literacy and fnnctional literacy centres. Tools developed and used for the collection of data

were : (i) schedule for participants of literacy and functional for teachers of literacy and functional literacy classes; and (iv) interview by the researcher himself.

The findings of the study revealed that (i) no significant differences existed between the persistors and dropouts with respect to age, sex, caste, marital status, occupation, affiliation with economic, social and political organisational groups, exposure to schooling in childhood, size of land holding and use of improved agricultural practices; (ii) the difference was significant for the source of discouragement from attending the class and discontinuance in case of literacy classes; (iii) there was a significant difference between the literacy and functional literacy dropouts and their responses to the efforts of the teachers for continuing in the class, desire for rejoining the class and self-perception for having not been able to attain literacy; (iv) reasons for dropping out were day work, animal husbandry work, lack of interest, far-off school, domestic work and ridicule by friends and relatives; (v) to be able to write letters, to sign, to read newspapers and books on religion, to be able to maintain farm records and accounts, to learn a language and to utilise free time profitably were considered factors for persistence; (vi) the chi-square value between the use of improved agricultural practices and the factors of dropout in both the classes suggested their relationship; (vii) a significant relationship existed between the occupational groups and the factors of dropout in functional literacy classes; and (viii) the characteristics of thirtytwo teachers representing twenty literacy and twelve functional literacy centres showed that most of the teachers were in the age group of nineteen to thirty years; all were married; and males were mostly Brahmins by caste.

5. Nanda, S.K., A Critical Study of the Development of Adult Education in the Punjab during the period from 1947 to 1972, Punjabi University, 1978.

The objective of the study was to investigate the development of adult education in the State of Punjab and to study the opinion of public about adult education programme.

The historical-cum-survey method was used. The data for historical method was collected from the annual reports on the progress of education in Punjab, and records of circle social education offices. For the purpose of survey, tools used were : questionnaire, interview and observation. The sample comprised ninetyseven adult education workers and, 200 adult illiterates coming to adult education centres.

By 1950 51 the administration helped the State to realise the task of making everyone literate. The work done during 1951-61 shows that adult education was receiving more and more attention. The number of adult education centres rose from 23 to 1098. From 1961-66 the authorities did not put up sufficient efforts in the field of Adult Education. In 1971, the government of India prepared a blueprint of means and methods to completely eradicate illiteracy from Punjab. The ideas listed could not be implemented because of change in political conditions in Punjab. The existing pace was 224 adult education centres, 420 farmer's training and functional literacy centres and 200 non-formal adult education centres.

The findings from the survey revealed that when women were accompanied by their children to the adulte ducation centres, their attitude towards school was changed. Men complained of being ridiculed. Men had no time for adult education because they were daily wage workers. In case of farmers also, it was noticed that they felt that green revolution had made their lives very difficult. They were busy the whole day. The socio economic condition of farm-labourers was a problem. The responses of adult education workers reflected initiative and personal efforts on their part.

It was found that adult education programme in Punjab suffered from many lacunae. Much was required to be done in this field. Centres of adult education needed to be spread over both rural and urban areas. Administration needed to be strengthened. It was felt that there was a need to have a separate department of adult education.

6. Khan, M.Z., The Problem of Social (Adult) Education in four Districts of Bombay—Karnatak—1958 Karnataka University, 1958

The study examined the problem of Social (adult) education in India with a view to suggesting ways to wipe out illiteracy among adults. Data were collected by participating in meetings of social education organisations and conducting experiments.

Two experiments were conducted : one in the Sanskar Kendra at Belgaum for the benefit of a farmer and his adult interests, and another in a 'Bidi' factory at Dharwar for the benefiit of a 'Bidi' worker and his adult interests. Each of the experiments lasted for eight weeks. The experiments revealed that with a programme of hundred hours of instruction, tnere is a danger of an adult student lapsing into illiteracy. To consolidate the gains of learning, at least a total of 125 hours followed by self-education through a library is needed. To this, we must add the requirements of social education requiring at least 75 hours. Such a scheme, if implemented will go a long way not only in making adults able to read and write, but it will also make them well-informed citizens. On the basis of findings, it was suggested that mills and factories should permit working men and women to attend literacy classes for an hour a day during working hours as it will be difficult for them to attend after the day's work. To maintain the interest of neo-literates, efforts should be made to distribute literature, in simple language on topics of adult interest. Efforts should also be made to set up research units at the state level which may undertake research in basic vocabulary of neo-literates, and train teachers in the methodology of teaching adults.

7. Talukdar, B.K. Adult Education in Assam during Post-Independence Period, Gauhati University, 1975

The objectives of the study were : (i) to ascertain whether adult education is maintaining only the status quo or it has been able to progress in the light of modern day context of adult education; and (ii) to know the impact of the new set up of democratic decentralisation on adult education in Assam.

The questionnaire method, along with personal interview and observation were used for collecting data. It was further supplemented by library work and official visits to some adult

education centres and other organisations. The questionnaire was distributed among the adult people in some selected Community Development Blocks of Assam.

The study revealed that Assam was no better than India as whole so far as adult education was concerned. There were some problems in the way of progress of adult education in Assam. It was found that in Assam audio-visual aids were not used much in the field of adult education. The organisational problem of adult education was also present. Adult education in Assam had received least attention during the first three plan periods. There were very few adult education agencies in Assam. It was found that there was the instructional problem as well. The factors like dearth of teacher and accommodation, want of suitable timetable and content of education, etc., were found to be standing in the way of progress of adult education. Communication difficulty was found to be another handicap. Consequently, many adult centres remained closed during monsoon season and sometimes they were closed forever due to heavy floods.

8. Venkataiah, N., Impact of the Farmers' Functional Literacy Programme on the Participants in Andhra Pradesh, Sri Venkateswara University, 1977

The assessment of impact was made in terms of the following selected objectives of the Farmers' Functional Literacy Programme (FFLP): (i) attainment of literacy skills, (ii) attainment of agricultural knowledge, and (iii) attitudinal changes towards improvement of agricultural practices and adult literacy.

The following tools were developed for the experimental part of the study: (i) a reading test, (ii) a writing test, (iii) an arithmetic test, (iv) an agricultural knowledge test, (v) an attitude scale on adult literacy.

A pre-test, post-test experimental design with a treatment period of one year was used for the investigation. The experimental group consisted of 540 adult participants attending the Farmers' Functional Literacy Classes in 1974-75. The central group consisted of 270 illiterate adult farmers who were

not participating in the programme and did not belong to the experimental villages. The samples were drawn on the principles of stratified random sampling technique. In order to find out whether the experimental group could attain the third standard level of the primary school children, a comparision was made between the achievement of literacy skills of the experimental group in the final literacy tests and the achievement of the elementary school children (on the same tests), who were just promoted to the fourth standard, drawn randomly from the primary schools of the experimental and control villages. Certain variables like age, caste, farm size and socio-economic status of participants were also taken into account while finding out the impact of FFLP. The T-test and chi-square techniques were employed in the analysis of the data.

The following were some of the major findings of the study: (i) There was significant difference in the achievement of literacy skills beween the experimental group and the control group. There was, however, no significant difference between the adult participants and the third standard school children with regard to the achievement of arithmetic skills. (ii) The experimental group had significantly higher knowledge in modern agricultural practices and adult literacy than their counterparts in the control group, (iii) Age and literacy skills were significantly related to each other and the age of the participants was inversely related to the acquisition of literacy skills. The same was the case with the agricultural knowledge of the participants and their age. (iv) There was positive association between the caste of the participants and their literacy skills. The levels of agricultural knowledge possessed by the participants and their caste groups were also significantly related to each other. (v) The mean literacy achievement scores increased significantly with the increase in the size of land holding of the participants. The larger the land holding of the subject, the more was the knowledge possessed by him about modern agricultural practices. (vi) There was a significant increase in the literacy achievement and acquisition of modern agricultural knowledge with the increase in the socio-economic status of the participants. (vii) A significant impact of the programme in respect of attitudes towards modern agricultural practices and adult literacy was found on all the age

groups, caste groups, land holding groups and socio-economic status categories of the participants.

9. Krishna Rao, R. A Comparative Study of the Relative Effectiveness of Four Methods of Teaching Literacy to Adults, Osmania University, 1981

This study seeks to measure the relative effectiveness of the four alternative methods of teaching literacy:

1. Sentence method with reading and writing skills initiated simultaneously.
2. Alphabetic method with reading and writing skills initiated simultaneously.
3. Sentence method with reading skills followed by writing skills.
4. Alphabetic method with reading skills followed by writing skills.

Besides measuring the differences between these four methods, a control group consisting of the school children who had passed third standard of schooling was selected to compare the performance of the above four methods so that an absolute criterion is also used besides relative criterion in assessing the effectiveness of the experimental methods. The study was conducted in the rural villages of Telengana region of Andhra Pradesh. Necessary care was taken to see that the four experimental groups matched in all respects except in the variation of method of teaching literacy. The relative efficiency of these methods was judged on the basis of mean scores and standard deviations on the three tests namely, reading test, writing test and arithmetic test at the end of four methods.

The following Null Hypotheses were formulated:

1. There will not be any significant difference in adult literacy learning when literacy is imparted through:

$$\frac{\text{(Sentence Method)}}{\text{(With Reading, Writing Simultaneously)}} \text{ OR } \frac{\text{(Sentence Method)}}{\text{(With Reading followed by Writing)}}$$

2. There will not be any significant difference in adult literacy learning when literacy is imparted through:

(Alphabetic Method) (With Reading, Writing Simultaneously) OR (Alphabetic Method) (With Reading followed by Writing)

3. There will not be any significant difference in adult literacy learning when literacy is imparted through:

(Sentence Method) (With Reading, Writing Simultaneously) OR (Alphabetic Method) (With Reading, Writing Simultaneously)

4. There will not be any significant difference in adult literacy learning when literacy is imparted through:

(Sentence Method) (With Reading followed by Writing) (Alphabetic Method) (With Reading followed by Writing)

A sample of 120 illiterate adult learners was drawn from among into 4 groups of 30 each in such a way that those groups were homogeneous in age, general comprehension, socio-economic background and levels of motivation to acquire literacy.

The four experimental groups namely G1, G2, G3 and G4 consisting of 30 illiterate adults each were exposed to different methods of imparting literacy.

The Reading test administered to all the 5 groups comprised of items intended to test the ability to recognise and read letters and words, reading simple sentences of a given passage and reading comprehension respectively. The third item of the test on reading comprising a passage with simple sentence related to the daily life situations and experiences of the learners of all the groups. This was sought to measure the efficiency of the method followed in teaching reading skills. It was found that the method followed in teaching the fourth group namely G4 was more effective than the other methods followed for other groups. Factors such as place, age, management, literacy materials and

the socio-economic conditions remaining the same, the method followed in imparting literacy skills influenced the learning process a great deal.

The writing test administered to the learners comprised of five items intended to test the ability to recognize and write alphabets and words, writing one word answers, writing names and writing simple sentences dictated.

The following conclusions were drawn from the present study :

1. Alphabetic method is better than Sentence method.
2. Alphabetic method is best suited for teaching adults than the Sentence method.
3. Within the Alphabetic method, teaching reading for the first two months followed by writing is more effective than the conventional alphabetic method in which reading and writing is done simultaneously.
4. Reading ability precedes the other literacy skills.
5. The learning process becomes easy if the number of letters are as less as possible.
6. The primary forms of vowels and consonants are learnt more easily than the letters with secondary forms and conjuncts.
7. The adults can acquire the needed functional literacy skills of the standard of Class III plus in about 4 months.

10. Braham Prakash, The Impact of Functional Literacy in the Rural Areas of Haryana and the Union Territory of Delhi, Kurukshetra University, 1978

The study aimed to assess the impact of the functional literacy component of Farmer Training and Functional literacy Programme on the farmers with regard to their knowledge, attitude and adoption behaviour towards high yielding varieties programmes, besides their attainments in literacy skills.

The Najafgarh Block and its adjoining areas of Gurgaon

Block in Haryana were chosen for the purpose of study. The experimental group consisted of 594 participating farmers (both males and females) in functional literacy classes during 1974-75. They were drawn from functional literacy centres selected by simple random sample method. The control group consisted of 200 illiterate adult farmers (including both males and females), who were not participating in functional literacy programme and were drawn from villages other than where functional literacy centres were functioning. Through a comprehensive interview schedule the information in regard to knowledge, attitude and adoption behaviour with respect to high yielding varieties programme was collected. The requisite measuring devices like the test to measure agricultural knowledge and scale to measure the level of attitude and adoption behaviour were developed which were incorporated in the main interview schedule used for the study. The same set of tools were used in the pre-test and in the final test so that the results of the two tests were comparable.

The study revealed that except for the age group of above 35 years (of both the sexes), there had been significant differences between the gain of experimental and control group respondents with respect to all the three variables, namely, their level of knowledge, attitude and adoption behaviour, taken together, regarding high yielding varieties. It was found that functional literacy programme had been instrumental in bringing about a positive and significant overall change in the knowledge status, attitudinal level and adoption behaviour with respect to high yielding varieties programme of participating farmers (both males and females) of the two age groups 15-25 and 26-35. Functionally literate farmer's knowledge about package of practices regarding high yielding varieties programme was found to be significantly associated with their attitude towards high yielding varieties, but their knowledge was not found to be significantly associated with their adoption behaviour with respect to high yielding varieties programme. When proficiency of respondents of experimental group in literacy skills was assessed through administering various tests, they were found to have acquired skills of reading, writing and arithmetic.

Training

1. Nair, G. Sankaran Kutty — Preparation of a Training Programme for Non-Formal Education Workers in Kerala, University of Kerala, 1981

The study was confined to the field workers engaged in farmers' functional literacy and adult education programmes. The training programme, evolved on the basis of the responses of 25 experts to a questionnaire and with the concurrence of 35 experts on the various aspects of the training programme through a check-list, was tried out on a representative group of 30 instructors selected from the home district viz. Trivandrum.

The selection of prospective instructors was made by giving equal weightage to practical field experience, interest, attitude and performance at the interview. For the selection of personnel an Interest Inventory of the Kuder type and an Attitude scale of the Likert type were constructed and finalised on a respresentative sample of 300 and 360 prospective non-formal education workers respectively.

Differences were found in the objectives, content, scope, methodology, personnel involved, evaluation, follow up. etc. in the training programmes organised by different agencies in Kerala and also in the schemes suggested by the Directorate of Adult Education, Indian Adult Education Association and the University Grants Commission.

The selection of personnel using the four criteria viz, field experience, interest, attitude and performance at the interview, giving equal weightage of 25 points each yielded better results.

Attitudinal changes were noted as a result of the training among the trainees taken as a whole and in different substrata and have been found satistically significant (CR=5.75).

The instructors trained through the newly evolved training programme have been found superior to the others by way of equipment in relation to the roles expected of them. The difference has been found satistically significant in 7 out of 8 roles. (A at .01 level and 3 at .05 level).

A manual has been prepared incorporating guidelines for

the implementation of the suggested programme for non-formal education workers.

2. Ansari, N.A., An Appraisal of the Training programmes of Social Education Workers in India, University of Delhi, 1969.

The study aimed to assess the training programmes for Social Education Workers in India.

The study was designed to review
the different Training Programmes for Social Education workers at various levels,
their main aims and objectives,
their share of time and emphasis in the total programme,
the general impact on job performance, and
ways to improve the effectiveness of existing training programmes.
Data were collected from
The Training Centres for training social education workers at the district and Block levels.
Principals/Directors of the Training Centres mentioned under (a) above.
Officers incharge of Social Education in the Central Ministries and Departments of States and Union Territories.
Ex-Trainees of the Training Centres mentioned under (a) above.

Tools used in the study included questionnaire to the Principals/Directors of Training Centres, State officers incharge of Social Education, and Ex-trainees. Interviews were also arranged with the above. Documents available with various agencies were also reviewed. Training programmes at various centres were observed.

The study suggested that

the staff members of the Training Centres be sent to the area for the follow-up of Trainees,

refresher courses be started after two years in the field, and periodic appraisal and impartial evaluation of the Training programme be undertaken.

The study outlined the need for a clear statement of objectives and a research base in the field. The study did not attempt to study the Pre-service educational programmes and academic and professional attainments of the social education workers. The scope of the present study is very wide with a vast coverage of area and time.

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